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**THE DEVELOPMENT OF THE ORAL EXPRESSION SKILLS IN ENGLISH AS
A FOREIGN LANGUAGE IN SIXTH GRADERS**

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THOUGHT

*"The Man is only a half himself.
The other half is his expression."*

Ralph Waldo Emerson

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I would like to express my entire gratitude to so many people in my life who encouraged me and helped me to carry out this research.

“To my father, who has always given me his unconditional support to be able to achieve all my personal and academic goals, who with his love and dedication has always encouraged me to pursue my goals and never abandon them in the face of adversity. Also, for the material and financial support provided to be able to concentrate on my studies and never abandon them.”

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DEDICATION

To the only person I would dedicate everything in my life: To my father, as a tribute to his legacy and the eternal admiration I feel for him. For his unconditional love and for believing in me from day one. For his sacrifices and constant support that have been the key to my success.

ABSTRACT

Communication in a foreign language has great social, educational and practical importance. It is a fundamental objective in the National Education System in Cuba. This research studies oral skills of the English Language through the application of teaching activities with the use of teaching resources in sixth graders, where the problem related to the deficiencies in: the development of the oral skills, lack of vocabulary about the units of the program, easily distracted, errors in pronunciation of the sounds in initial and final positions, low use of teaching resources are taken into consideration. The aim of the research is to evaluate the effectiveness of the application of the teaching activities with the use of teaching resources to develop the oral skills of the sixth-grade students at "Remigio Díaz Quintanilla" Elementary School in Sancti Spíritus. In the paper, educational research methods have been used: historical-logical; analysis and synthesis; induction-deduction; scientific observation, interview, pedagogical test, survey, documentary analysis and percentage analysis. A set of teaching activities with the use of teaching resources to develop the oral skills is applied.

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INTRODUCTION

Communication is a process, an action, based on expressive and interpretive skills, so oral skills must be understood as such, along with oral comprehension, reading and writing. In primary education, the development of oral skills in English as a foreign language requires a motivation and the use of resources that facilitate the process of developing communicative competence.

For this, teaching resources are considered as one of the essential elements of this process. It is unthinkable for a teacher to carry out any teaching activity using exclusively the oral word and his gestures. The use of teaching resources within the teaching activities must respond to each one of the proposed objectives in the English subject of the Cuban National System of Education.

Cuban researchers like (Navarro, Dunia 2000); (Rodriguez Pérez, Geonel 2005); (Piñeiro, Milagro 2007); (Vergel Carbajal, Lexis 2018), (Heikkola et al., 2022) have studied the subject related to oral skills, but there are still some difficulties in this component of the English language in fifth grade students for only a few have researched about this topic in the elementary level.

Developing speaking skills is a crucial part of elementary education, also known as primary education. This is the first phase of formal education, where students learn the basic skills and knowledge that will prepare them for further studies. A teacher needs to assess the level of knowledge and interest of the students, which is usually based on their personal and social experiences to teach speaking skills effectively. The teacher's duty is to guide the students in the proper direction and motivate them to learn English, which is one of the most widely spoken and useful languages in the world. (Kenjali, 2022). A teacher needs to have a good command of English, a sound knowledge of the curriculum and the methodology, and a positive attitude and rapport with the students, as these factors can influence the students' motivation, confidence, and performance.

Language learning involves four skills: writing, listening, reading, and speaking. Speaking is the most important skill, as it enables communication and interaction, but it is also the most difficult skill, as it requires accuracy, fluency, and appropriateness. In mother tongue, children get a very natural opportunity of listening and speaking in their surroundings. Thereafter, they are sent to the school to learn reading and writing skills. (Lampe, D. 2022)

But, in the case of communication classroom, the available environment of the learner is mother tongue in his surroundings; therefore, the teaching learning strategy should differ greatly (Hussain, 2017). Speaking in English might be challenging for young students because they have to learn a new alphabet, a different pronunciation, a complex grammar, and a large vocabulary.

One of the problems that make it challenging for students to speak in English is that the method of instruction is inappropriate for younger learners. The method of instruction is often based on rote learning, grammar translation, or teacher-centered approach, which do not encourage the students to practice speaking in a meaningful and interactive way. Another problem that makes it challenging for students to speak in English is that young learners find English unfamiliar, which makes learning difficult for them. Young learners find English unfamiliar because it has a different word order, a different tense system, a different sound system, and a different writing system than their mother tongue and native languages. These problems show that teaching speaking skills to young students is not an easy task, and that the teacher needs to think outside the box when it comes to using strategies that will motivate students to learn English and improve their speaking skills. (Hussain, 2017)

In teaching speaking, student's ability in speaking must be supported by some factors such as teacher, activities, media, material, and assessment. The English teacher that as the main holder during teaching speaking process must guide learners to learn speaking with their ability. Teacher needs to speak English in fully English so that students turn more enthusiastic joining the teaching and learning in class (Anggraini, 2022). In line with Postholm (cited in Heikkola et al., 2022) presents that the success of teaching and learning influenced by other factors, including teachers' reflections and abilities to determine their own aim based on their interests, external resources, and a positive, encouraging school atmosphere. (Mega & Sugiarto, 2020) found in their studies that the success of students' skill is from English learning habit and self-confidence. However, this kind of factors result in better learning outcomes for teachers as well as students.

Moreover, creating fun activities and providing the appropriate material are the effective way to make students enthusiast and active in teaching speaking process. Role play, group discussions, and presentations are some activities which enable students to participate actively. However, the used of media is also important to support teaching speaking process. Teacher can use technology in teaching speaking to make an interesting activity to students.

(Saed et al., 2021) stated in their article YouTube videos can enhance the English teaching and learning process. Its content can be used by EFL students to develop language skills especially speaking and listening comprehension. It becomes the best solution for teacher to use the media. The teacher should learn to make the best use of the modern tools

Speaking skills are not only useful but also confidence-building for elementary school students. Speaking skills enable the students to express their thoughts, feelings, and opinions, to communicate and collaborate with others, and to apply their knowledge and skills in different contexts (Bahrani, 2012). One of the primary approaches is to use techniques for interactive learning to develop speaking skills effectively. Techniques for interactive learning are strategies that involve the students in the learning process, such as language games, role-playing, and group discussions. These techniques make the learning more fun, engaging, and meaningful for the students, and they also provide them with opportunities to practice speaking in a natural and authentic way. A teacher plays an important role in incorporating these techniques into the curriculum, as they need to create an engaging and dynamic language learning environment for the students.

A teacher also needs to provide feedback, guidance, and support to the students, as they develop their speaking skills and confidence.

Different research techniques were put into practice at Remigio Díaz Quintanilla Elementary School to carry out the present research, by means of which not only limitations affecting students' development of oral skills were identified, but also potentialities, which can be considered to develop this study.

Potentialities:

- ✓ The existence of the leading documents of the subject to develop the oral skills in the English language in the Elementary level of education.
- ✓ The existence of teaching resources in the staff room to plan teaching activities which favor the development of the oral skills in the English language.
- ✓ The students' motivation and interest to learn new contents from the English Course and to practice orally the English language.

Limitations:

- ✓ Teachers do not use all the necessary teaching resources, mainly digital ones when planning teaching activities for each of the lessons to favor the development of the oral skills in English.

- ✓ Students are not fluent and coherent when expressing orally using the communicative functions of each unit.
- ✓ Student do not have enough vocabulary to express orally about the different topics to be studied in the English course.
- ✓ Students have pronunciation mistakes, centered on the /s/ in the initial and final positions, and the sounds /r/ and /v/.
- ✓ Students face difficulties in using the Present tense and the third person singular.
- ✓ Few classes on the subject in sixth grade, limiting oral practice of the language.

The contradiction between the development of the oral skills according to the objectives of the grade and the limitations detected in the diagnosis, constitute the bases for stating the following **scientific problem**: How to contribute to the development of the oral skills in the English language in the Elementary level of Education?

The **objective** of this research is: To evaluate a set of teaching activities with the use of digital resources for the development of the oral skills in the English language in sixth grade students from Remigio Díaz Quintanilla Elementary School in Sancti Spíritus effectiveness.

Based on the general objective and to organize the investigation process, the following **scientific questions** were formulated:

1. What are theoretical and methodological bases that support the development of the oral skills in the English language in the Elementary level of Education?
2. What is the current state of development of the oral skills in the English language in students from sixth B from Remigio Díaz Quintanilla Elementary School in Sancti Spiritus?
3. What characteristics should the set of teaching activities proposed have, with the use of digital resources for the development of the oral skills in the English language, in sixth grade students from Remigio Díaz Quintanilla Elementary School in Sancti Spíritus?
4. What will be the effectiveness of the set of teaching activities with the use of digital resources for the development of oral skills in the English language in sixth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spíritus?

To guide and to develop the study, the following **scientific tasks** were carried out:

1. Determination of the theoretical and methodological bases that sustain the development of the oral skills in the English language in the Elementary level of Education.

2. Diagnosis of the current state in the development of the oral skills in the English language in students from sixth B, from Remigio Díaz Quintanilla Elementary School in Sancti Spiritus.
3. Characterization of the set of teaching activities elaborated, with the use of digital resources for the development of the oral skills in the English language in sixth grade students from Remigio Díaz Quintanilla Elementary School in Sancti Spíritus.
4. Evaluation of the effectiveness of the set of teaching activities with the use of digital resources for the development of oral skills in the English language in sixth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spíritus.

For a better stratification of the research, different **methods** from the theoretical, empirical and statistical levels have been used:

Methods from the theoretical level:

- **Historical-logical analysis:** it was used for the determination of the theoretical groundwork related to the development of oral skills in English as a foreign language, according to different authors' criteria and tendencies.
- **Analysis and synthesis:** through the analysis it was possible to decompose the components of oral skills in the different elements that may or may not favor its development, while the synthesis allowed analyzing the oral skills as a phenomenon that occurs through the union of all its composing elements.
- **Induction - deduction:** induction was made through the study of the different pointers and components that help develop the oral skills; deduction was achieved by the thought and interpretation of all these pointers as a whole and their influence in the development of this language skill.

For obtaining the information during the research, different **empirical methods** were useful, like:

Scientific observation: it was used in the initial and final stages to obtain information about the level of development of oral skills in the English language that the students have and how the teachers treat this ability.

Documentary analysis: it was used in the initial stage to analyze the objectives of the English syllabus in sixth grade regarding oral skills.

Survey: a questionnaire was applied to the students selected as sample (group B) to gather information about the students' development of oral skills in English, as well as the way they

feel in the English lessons before and after the application of the teaching activities with the use of teaching resources.

Interview: an interview was applied in the initial and final stages to sixth grade, group B students, to determine how teaching resources are used in teaching activities to develop oral skills in the English language.

Pedagogical test: it was applied in the initial and final stages to verify the development achieved by sixth grade students from group B in the development of oral skills in English.

Methods from the statistical-mathematical level

Percentage analysis: it was used as a procedure for processing the information obtained from the application of the different empirical instruments and methods and to compare them at the initial and final stages.

In order to carry out the current investigation, the total enrollment of sixth grade students at Remigio Díaz Quintanilla Elementary School, composed of 78 students, were taken as a **population**. Students from group B, sixth grade at the school composed of 30 students were intentionally and non-probabilistically selected as **sample**, following the criterion of selecting the group of students that, academically, the teachers consider to have the best academic performance in all subjects of the grade; not so the criterion proposed by its English teacher. They are between 10 to 12 years old. Eight students have a good use of the English oral skills, ten have average achievement and twelve have low use of the language. This sample was selected for these are the students that represent the similar characteristics of the whole population from the psychological and academic points of view.

Scientific novelty:

This research suggests a design of a set of teaching activities with the use of teaching resources, mainly digital ones, which have in the center, the students' likes, experiences, their preceding knowledge about the communicative functions studied and the use of new real-life situations, supported by the principles of the communicative language teaching in Cuba.

CHAPTER I:

THEORETICAL AND METHODOLOGICAL BASES FOR THE DEVELOPMENT OF ORAL SKILLS IN ENGLISH AS A FOREIGN LANGUAGE.

This chapter is dedicated to make a critical analysis review of some of the most updated theories related to the development of oral skills in foreign language teaching in the world and mainly in Cuba. Also, outcomes from the diagnoses of the current state of the students in this regard are explained. This paper has found several strategies that can be used to teach English as a foreign language based on the literature reviewed on this issue. The strategies as the findings of this research will be discussed in detail where the research pretends to deepen on the importance of developing oral skills while learning a foreign language since the very beginning, with the support of teaching resources, using ICTs, to achieve better development of oral skills in students.

1.1. The teaching-learning process of English as a foreign language

When someone thinks of language learning the 'four skills': listening, reading, writing and speaking, immediately come to mind. Of course, other sub skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention teachers give to each skill area will depend on the level of learners as well as their situational needs.

Generally, beginners, especially those who are no literate, benefit most from listening and oral skills instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in lessons may also increase. With advanced learners, up to half of lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need. (Brown and Yule 2009:14).

New ideas and principles for foreign language teaching have emerged, but until some decades ago few of them had any profound effect on Foreign Language Teaching (FLT) and were soon replaced by new ones. The bases of these ideas have often been linked to one or more of the psychologies, linguistics (structuralism) or language for communication areas, and in later years this has been in combination with a view of "language as culture and culture language", with a related shift of focus from teaching to learning. (Brown and Yule 2009:14).

Once a particular idea or principle has gained ground, it has been a popular 'sport' to jump on the bandwagon, tending to see foreign language teaching and learning from the new

perspective only and forgetting about, and often being very critical of, other possible approaches, especially those just dumped on the didactical scrapheap.

When after some time the prevailing idea has proved not so profound and useful after all, there has always been another 'wave-crest' to jump onto. Some ideas have developed as reactions to others, creating 'pendulum swings' in the history of didactics. This undoubtedly had a dynamic effect, leading to a lot of discussion, seminars and in-service courses about ideas and principles for the teaching of foreign languages, especially since the beginning of the 1970s.

The European Council has also played a prominent role in the spreading of these ideas in most European countries, and a great number of books have been produced on the various aspects of teaching and learning foreign languages.

A typical sign of a more dynamic development in recent years is the fact that prior to the 1970s, curriculum guidelines lasted for decades. Since then, such guidelines have been replaced by others at increasingly shorter intervals, declining from about ten years, to just eight years for L97. The latest plan differs from its predecessors in that it is less prescriptive when it comes to advocating didactic approaches and methodology. In the main, more freedom is given to the schools and the teachers in such matters, which is a challenge, especially for those English teachers in primary and comprehensive education who have little or no formal qualifications as English teachers. (Caballero, E. 2002, p.67)

The mentioned author states that most of the theoretical discussions have taken place in academic circles, in the colleges and universities. It takes time, however, for new ideas to permeate the traditional boundaries of foreign language teaching in primary and comprehensive education. New textbooks have contributed a great deal to a positive development; in-service courses for teachers have helped, but there have been and are far too few of them. Moreover, among teachers working in the 'frontline' there is often a sound skepticism of ideas implementing profound and radical changes. Too many reforms have apparently fallen through having been implemented without the necessary trial periods and ensuing documentation that the changes will lead to improvement.

Various elements are integral to the teaching and learning process; however, "effective teaching strategies such as using evidence-based practices, high leverage practices, and proper scaffolding will help ensure that the students are obtaining a quality education" (Lampe, 2022: p 32). Effective teaching includes not only tools, techniques, methods and

strategies for improving student learning but also understanding the context, mainly how students learn, how they process the information, what motivates them to learn more, and what hinders the learning process. An effective teaching strategy helps students achieve their goals and succeed in life.

The author of this paper considers that any experienced English teachers welcome new ideas, but they rarely get dogmatic about them. They approach them with an open mind; they are interested in ideas that have the potential to improve their teaching and the pupils' learning. They want to try them out and see if they work in practice, and/or if they can be adapted to and included in their own set of well-considered principles and practices. A variety of approaches to foreign language teaching are generally looked upon as essential but they should be based on the clear objectives and the conviction of all concerned that they promote language learning in the pupils in the best possible way. Whether they are 'modern' ideas, or not so modern, is of little relevance if they promote learning.

1.2. Teaching Oral Language

With the rapid arrival of globalization, English can be used all over the world. Moreover, it has also become one of the common languages, and it is very important for students to master the oral ability in the process of English learning. Because this will have a direct impact on its future development (Glauner et al., 2020). Therefore, the teaching of spoken English is very crucial for teachers, and they need to use a series of positive teaching methods. It can effectively improve students' speaking ability and make students willing to practice their own speaking. It enables it to become a human resource useful to society.

But nowadays, there are some problems in the teaching of spoken English. These include the lack of suitable oral English teaching environment; the neglect of the learner's dominant position, the old-fashioned teaching mode of oral English, etc. (Glauner et al., 2020) Specifically, the traditional concept of exam-oriented education is too deep-rooted, and teachers mainly focus on teaching materials. However, it is necessary for students to practice in a certain oral English environment to make progress. However, students feel very boring because of the cramming learning environment. Under the general environment, students' oral English study is only to cope with the exam, and there is no need for real oral communication. In this case, students are caught in the dilemma of mechanical learning and memorization of spoken English, and they cannot really feel the great charm and importance of spoken English (Glauner et al., 2020). Therefore, it also has a negative impact on the

teaching level of spoken English, and it is also a great obstacle to the students' ability to use oral English.

When teaching English as a foreign language, the content should be based on students' real context and based on that context, words to teach should be selected. (Byrne, D. 1989).

When selecting words to teach:

- Teach words that are central to the concept students must learn.
- Teach only words students do not already know.
- Teach students to use context clues, when available.
- Teach only a few words at a time so meaning is retained.
- Relate new words to previously learned words.
- Provide multiple exposures to words.

The author (Byrne, D. 1989) emphasizes that the words to teach should:

- Encourage students to bring their ideas, background knowledge, and experiences into class learning activities.
- Be responsive and accepting listeners when students are talking.
- Nurture an accepting, risk free environment where students will feel comfortable. Language is not practiced or acquired when students are afraid to use it.
- Allow students to express themselves without fear of censure – either by adults or by fellow students.
- Pose follow-up questions concerning the activities or conversations held with students. (e.g. Tell me more ..., What did you do then? / How do you feel about that? / What more can you add? ...etc.)
- Encourage on-topic student-to-student discussions among class members.
- Provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.
- Present themselves as good models of oral language.
- Establish strategies to manage all forms of communication to ensure that all students have fair and equitable opportunity to develop their interpersonal speaking and listening skills (eg. large and small group discussions).

According to the National System of Education in Cuba, the general goals of English as a foreign language teaching are:

- To develop students' English language abilities as a function of their thinking abilities
- To promote personal and social development by extending students' knowledge and use of the English language
- To encourage enjoyment of and proficiency in speaking, listening, reading, and writing in English.

Engagement in the meaningful use of language is essential for self-discovery, expression, communication, and learning. Language growth is promoted when: Students and teachers collaborate in a community of learners. Language processes are integrated and provide a balance of oral language activities and literacy, a balance of content, process, and product, and a balance of resource choices. The language arts--speaking, listening, writing, reading--are interrelated and interdependent processes.

Students learn about language and develop their abilities to use language effectively in a natural way. The conventions of language, spelling, grammar, usage, and mechanics develop as part of students' speaking, listening, writing, and reading experiences. Learning the conventions of language within the context of students' own communication makes the knowledge and skills relevant and transferable into their academic language usage. (Byrne, D. 1989)

Assessment and evaluation of both process and product are continuous. Regular student self-assessment and teacher assessment of student progress and needs reflect the developmental nature of language use and learning. (Byrne, D. 1989)

The developmental nature of students is taken into consideration. Teachers should plan language experiences to accommodate students' unique backgrounds and characteristics to enhance their language development.

(Glauner et al., 2020) quoting (Byrne, D. 1989) refers to some strategies to enhance oral communication skills are:

- Engagement through Interactive Learning Activities: Involve students in dynamic and interactive learning activities that promote verbal communication. Activities like role-playing, group discussions, and language games create a vibrant and enjoyable setting for practicing speaking, not only improving language skills but also fostering a positive approach to learning.
- Encouraging storytelling and Creative expression: Motivate students to convey their thoughts through storytelling and creative tasks. It not only refines their speaking abilities

but also encourages exploration of imagination in the new language. Teachers can offer prompts for storytelling, allowing students to share their own narratives or retell familiar tales.

- **Facilitating Collaborative Pair and Group Work:** Create a collaborative language learning experience by facilitating pair and group work. Small group interactions provide students with numerous opportunities to engage in speaking, listening, and responding in the foreign language. This collaborative approach encourages peer interaction and mutual support, fostering a positive language learning environment.
- **Integration of Multimedia Resources:** Incorporate multimedia resources like videos, audio clips, and interactive apps to expose students to authentic language use. It not only diversifies the learning experience but also offers models for pronunciation and intonation. Viewing short videos or listening to native speakers aids students in developing a more natural and authentic speaking style.
- **Linking Language to Real-life Situations:** Establish connections between language learning and real-life situations. Introduce scenarios and topics relevant to students' daily lives, illustrating the practical applications of the language. This approach helps students recognize the usefulness of the language, creating a more meaningful and motivating learning experience. Repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended stories, narration, description (festivals, celebrations, occasions) are important practices to improve speaking skills.

1.3. The development of the Oral skills in the English language

The term skill has been defined in different ways in the scientific literature, the psychological and the pedagogical, but in general it is a synonym of knowing what to do. It constitutes the domain of psychic and practical actions that allow us a rational regulation of the activity, with the help of the habits and the knowledge that people have.

Many authors, like Paquette, G. (2009) and Geneve, A. (2023) have defined the term skill and most coincide that the skill must be linked to knowledge and the dialectical unity between them as the element that favors the intellectual development of the students. The skill is a component at the activity that occupies an important role in the development of the different student's task. It is considered that students own abilities when they can grasp knowledge and operate with it. The ability must be constructive; the student must structure the steps to

follow for the pedagogical actions to become in skill. The skills must be organized and must have qualities that allow the students to train.

Definition of skill: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). (Paquette, G. 2009). It is a type of work or activity which requires special training and knowledge. Skills is the knowledge and ability that enables you to do something well. (Geneve, Dr. Ariza. 2023)

The author of this research considers that all teachers know the theoretical basis of the skill, but the most important thing that they must know is how to work on the formation in different grades and teaching.

Oral skills have been defined by different authors.

Oral skills – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication. (Antich,1975).

A form of behavior that allows establishing relationships and functions, communication and exploitation of feelings and emotions, the ability to express ideas or stories made in a clear, direct, convincing and correct. It is susceptible to learning and improvement through the practice and use of appropriate models. (Rudrakos, Berta., 1998: 20)

Oral skills is not just about expressing ideas, but listening attentively to the speaker because inter-human communication is listening. The act of listening has precise objectives: to obtain information, to receive answers, understand what you hear. When you listen, you can see who receives the message; observe the movements and gestures that imply moods; In addition, when you speak you can make inferences, anticipations, interruptions, ask for explanation, etc. If people talk without listen, do not really talk because when you talk, you need to have response of the listeners.

Before helping children, who struggle with oral language skills, it is first necessary to understand what these skills are and the impact they have on a child's academic success. The term "Oral language" is often used in reference to vocabulary, but it encompasses five main areas: phonology, morphology, semantics, syntax, and pragmatics. (Escalona Pardo, Eduardo. 2020).

The authors mentioned above and in general all the consulted ones agree on highlighting that communicative activity gives high priority to oral language. In correspondence with the conception of the communicative approach, the Integrated from the first day of school, although part of the time to the development of the oral skills because this skill presents a greater degree of difficulty than the others. Precisely, the communicative competence is manifested through listening, speaking, reading and writing. Oral skills pertain to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules.

On the other hand, oral skills are defined as the production of oral language, that is, learning to speak a foreign language is known as the most difficult aspect in their learning. (Finocchiaro 1979)

Student's **oral skills** are essential to their learning and academic success. Oral skills problems in students may result in literacy problems (ASHA, 1980). Furthermore, these children may not perform at grade level because of their struggle with reading, difficulty understanding and expressing language, and the fact that they may misunderstand social cues. Oral skills are about the student's ability to express ideas, explain thinking (critical in math), retell stories, and contrast and compare concepts or ideas.

In reference to this topic, the author of this paper sustain that to attain this goal, you will have to bring the students from the stage where they are mainly imitating a model of some kind, or responding to clues, to the points where they can use the language freely to express their own ideas. The development of the oral skills is a good source of motivation for most learners.

Other authors conclude oral skills as the ability to express ideas, feelings, needs, desires through language, with fluency and precision, as well as the ability to understand the messages they receive from such codes speaking, listening, reading and writing to be able to communicate considering them.

The definitions of oral skills have been expanded in decades. A current trend has been to focus attention on communicative activities that reflect a variety of contexts: sender-receivers, small groups, sender-receiver, and media. The oral skills is an interactive process in which the individual alternately takes on roles of issuer and receiver and includes verbal and non-verbal communication. Hence, the main goal in the teaching of the oral skills is fluency in

language, understood as the ability to express oneself in a comprehensible, reasonable, accurate and without hesitation. (Brown, D. 2000)

The oral skills are the process through which the student – speaker, in interaction with one or more persons and in an active position, carries out the double role of receiving and coding the message, with the aim of satisfying his communicative needs in the foreign language. (Medina 2006)

The above author states that the development of this skill covers a wide spectrum, from the approach based on language and which emphasizes accuracy, up to the one based on the message and which emphasizes meaning and fluency; and its highest aim is that the student should be able to develop communicative acts with the necessary competence. This is mainly the ruling skill in the teaching-learning process of foreign languages and its effectiveness depends on the integration with the rest of the verbal skills on the strong entailment between affective-motivational and cognitive elements.

In this research work, the author is identified with the definition given by Medina (2006) who expresses the essential meaning of oral skills, since he includes in his definition the importance of developing the different component of the language such as: accuracy, fluency, and how important it is to be competent in the use of the language.

Effective oral skills help students to improve their own academic performance; increase their employment options; enhance their subsequent professional competence; and improve their own personal effectiveness.

The term "oral skills" is used sometimes to denote the speaking voice and sometimes to denote a form of public address, usually brief and delivered before a small audience. Oral skills are a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures.

Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As we know, a great deal of school success depends upon a child's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions. Below are some suggestions to help a child who may be having trouble with the oral skills. Strategies to Promote Oral Expression. Patricia O'Malley, Ph.D.

The development of oral skills aims at achieving a better communicative competence. The skill has been given great attention both at national and international levels. Authors such as Antich, (1975); Abbot [et al.], (1989); Byrne, (1989); Terroux and Woods, (1991); Ur, (1996); Medina, (2006) among others, have offered valuable contributions. Developing the oral skills is an aspect of a great priority within the main objectives of the subject.

Oral skills are used for many functions. Through oral skills people can establish relationships, to find out information and compare viewpoints with others. Oral skills are the key for communication. By considering what oral skills tasks can be used in class, and what specific needs learners report, teachers can help learners improve their oral skills and overall oral competence.

The author of this paper agrees that oral skills have received a wide treatment lately because of the importance of this skill development. Its formation and development imply two abilities: a receptive one (listening) and a productive one (oral skills), so it is a dual process which includes the sender or speaker (who encodes the message) and the receiver or hearer (who decodes the message). It is an interactive process in which in a dynamic way the roles are interchanged.

1.3.1. Teaching oral skills to young learners

Expressing in English is the main goal of many young learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors, and they will be proud of their English ability. It is a matter of quantity vs. quality, and neither approach is wrong.

If the aim of the oral skills is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

The author of this research remarks that, according to her experience as a student and in her pre-teaching practice, most oral skills lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate an oral skills activity. Either way, your students will need some preparation before

the oral skills task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual oral expression activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most oral expression activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for oral expression practice, as are surveys, discussions, and role-plays. Oral expression activities abound; see the Activities and Further Resources sections of this guide for ideas. (Richards, Jack 2008)

Some ideas are suggested to keep in mind at the time of planning oral expression activities. (Pena Almora, Jose A. 2022) quoting (Richards, Jack 2008)

Content

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar and focus on oral expression with the language the students have.

Correcting errors, you need to provide appropriate feedback and correction, but do not interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

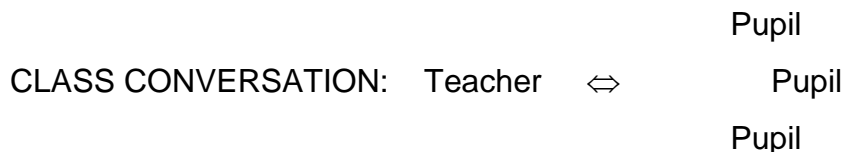
Quantity vs. Quality Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

Conversation Strategies Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').

Teacher Intervention If an oral expression activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.

Developing oral skills: practical ways and means

Classroom conversations based on the textbook have been and are still used in Norwegian schools to practice oral skills and check reading comprehension. It is generally organized as class conversation or conversation in pairs, or sometimes larger groups.



According to (Richards, Jack 2008) quoted by (Pena Almora, Jose A. 2022), the 'traditional' class conversation is deep-rooted in the Norwegian English classroom. It gives the teacher ample opportunity to ask questions - and the pupils some practice in answering them. Making eye contact with the individual pupil, the teacher can differentiate his/her questions and 'spread' them. He or she is in control of the pupils' oral activities and can easily assess their vocabulary, grammar, pronunciation and intonation, and give immediate feedback. On the other hand, the pupils rarely get an opportunity to ask questions and use the heuristic language function, which is so essential to the process of developing communicative skills.

He expresses that one should be aware that the pupils' output in class conversation of this kind is reproduction rather than communication. Moreover, active participation on the part of the pupils is limited in so far as only one pupil is active at a time, and the teacher cannot possibly get around to all the pupils in one session in a normal full-class situation. Class conversation organized along these lines results in very little production of the language on the part of the pupils; when it is used, it is rarely used for a communicative purpose.

After analyzing all these conceptions about oral skills in foreign language teacher, it can be concluded that a class conversation can, however, be organized and carried out in a less one-sided and teacher-centered way by using the 'relay-technique'.

In this way the pupils will have to ask questions as well as answer them. Anyone can be asked, and so all the pupils must focus on the topic and listen attentively to be able to respond. It is important that the pupils discover how questions are formed in English, and that they practice various ways of direct questioning so that they can see the link between the heuristic language function and the responses it produces.

Conversation in pairs

This way of organizing oral activities has many advantages: From a social point of view, the pupils get closer to one another. Each pupil has eye contact with only one pupil. Physical

focus on one individual makes personal contact much better than in the traditional full-class situation; this is essential if the objective is to create the best conditions possible for conversation in the classroom. Reducing the affective filter is probably more important in the foreign language classroom than in any other classroom. It is much easier for a weak or shy pupil to use English orally in a pair than in the full class, provided the two 'accept' one another. (Pena Almora, Jose A. 2022)

All the pupils are active at the same time, speaking or listening attentively to be able to give a proper response. This means that the language is practiced or used actively for at least 10-15 minutes during one English lesson, which is much more than in full-class conversation. In "Better English in the Classroom" (1984:56) Margaret Bautz discusses the problem of making the pupils speak English in school: "There have been many attempts to work out how much English the average pupil actually speaks during English lessons in school, and although the results vary somewhat, it would seem that the average pupil speaks English for as little as 15 to 20 minutes during the entire three years in the comprehensive school.

For the author of this research is obvious that something must be done to improve the situation." Reducing the teacher's speaking time is, no doubt, one way of improving the situation; organizing the pupils in pairs for oral activities is another, which would also help 'passify' the teacher. Many teachers feel, however, that reorganizing the class results in disciplinary problems and loss of control. Such problems must be addressed and discussed so that the pupils become aware that the reorganization is to the advantage of everyone concerned. It can only be carried out if the pupils take the responsibility for forming groups in a minimum of time and with as little noise as possible.

Teachers may also complain about too much noise when so many pupils are speaking simultaneously, and that the pairs disturb one another. If the noise is constructive, which means that only English is used, the tolerance level should be high. All experience shows that each pupil is generally so preoccupied with speaking or listening to his/her partner(s) that the noise represents no problem whatsoever.

The question of language control is a relevant one. By using pair activities, the teacher renounces some of his/her control, no matter how much s/he listens in on the groups. However, the question is which should be considered more important: control and accuracy, or freer use of the language and fluency. Some flexibility in this respect is also an option.

1.3.2. Oral interaction for Pre-A1

According to Common European Framework of Reference (CEFR) profiles levels are a necessary simplification. We need levels to organize learning, track progress and answer questions like “How good is your English?” or “What proficiency should we require from candidates?” However, any simple answer like B2 – or even B2 receptive, B1 productive – hides a complex profile. The reason the CEFR includes so many descriptor scales is to encourage users to develop differentiated profiles. Descriptor scales can be used firstly to identify which language activities are relevant for a particular group of learners and, secondly, to establish which level those learners need to achieve in those activities to accomplish their goals.

In practice, there is a tendency to use more linear diagrams to profile an individual’s CEFR language proficiency.

A plurilingual proficiency profile – Oral comprehension across languages has the following descriptors in English language: Pre-A1 / A1/ A2 / A2+ / B1 / B1+ / B2 / B2+ / C1 / C2 / Above C2.

In the case of elementary teaching is assumed that students must end Sixth Grade with a (Pre-A1) according to their level of assimilation and how teaching this language is planned since Third to Sixth grades, evolutionarily.

Oral interaction is understood to include both spoken interaction and live, face-to-face signing. The scales are once again organized by the three macro-functions “interpersonal”, “transactional” and “evaluative”, with certain specialized genres added on. The scales begin with “Understanding an interlocutor”. “Interlocutor” is a somewhat technical term that means the person with whom one is conversing directly in a dialogue. As mentioned before, the metaphor behind the scales for oral comprehension is that of a series of concentric circles. Here we are at the center of those circles: the user/learner is actively involved in an interaction with the interlocutor. (CEFR. 2021)

“Understanding an interlocutor”: This scale concerns understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. Key concepts operationalized in the scale include the following: f topic and setting: from personal details and everyday needs to complex and abstract topics of a specialist nature; f type of delivery by the interlocutor: from careful and slow to standard language and less familiar

varieties; f degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help, to just confirming details if the accent is less familiar.

Conversation: This scale concerns interaction with a primarily social function: the establishment and maintenance of personal relationships. Key concepts operationalized in the scale include the following: (CERF. 2019)

- setting: from short exchanges, through maintaining a conversation and sustaining relationships, to flexible use for social purposes.
- topics: from personal news, through familiar topics of personal interest, to most general topics;
- language functions: from greetings, etc., through offers, invitations and permission, to degrees of emotion and allusive, joking usage.

Informal discussion (with friends): This scale includes aspects of both the interpersonal and evaluative use of language, since these tend to be interwoven in everyday interaction. Key concepts operationalized in the scale include the following: (CERF. 2019)

- topics: from what to do and where to go, to abstract, complex and even unfamiliar topics and sensitive issues; -
- ability to follow the discussion: from identifying the topic, through following the main points, to keeping up with animated discussion and understanding colloquial references.
- language functions: from discussing and (dis)agreeing in a limited way to expressing ideas with precision and dealing diplomatically with disagreement and criticism.

The other scales then follow:

- evaluative: “Informal discussion (with friends)”; “Formal discussion (meetings)”, “Goal-oriented collaboration”.
- transactional: “Information exchange”, “Obtaining goods and services”, “Interviewing and being interviewed”, and “Using telecommunications”. (CERF. 2019)

Pre-A1 students’ development of oral expression can then get to the following descriptors: (CERF. 2021)

- understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.

- recognize every day, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.
- recognize numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.
- understand short, simple instructions for actions such as “Stop”, “Close the door”, etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.
- recognize words/signs, names and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly.
- identify the subject of a video document based on visual information and previous knowledge.
- recognize familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.
- understand from a letter, card or e-mail the event to which they are being invited and the information given about day, time and location.
- recognize times and places in very simple notes and text messages from friends or colleagues (e.g. “Back at 4 o’clock” or “In the meeting room”), provided there are no abbreviations.
- understand simple everyday signs such as “Parking”, “Station”, “Dining room”, “No smoking”, etc.
- find information about places, times and prices on posters, flyers and notices.
- understand the simplest informational material such as a fast-food restaurant menu illustrated with photos, or an illustrated story formulated in very simple everyday words/signs.
- deduce the meaning of a word/sign from an accompanying picture or icon.
- produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).
- describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance.
- express how they are feeling using simple adjectives like “happy” or “tired”, accompanied by body language.

- give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.
- point to something and ask what it is.
- ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.
- understand several familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.
- understand simple questions that directly concern them (e.g. name, age and address), if the person is asking slowly and clearly.
- understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated.
- understand and use basic, formulaic expressions such as “Yes”, “No”, “Excuse me”, “Please”, “Thank you”, “No thank you”, “Sorry”.
- recognize simple greetings.
- greet people, state their name and take leave in a simple way.
- make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.
- tell people their name and ask other people their names.
- use and understand simple numbers in everyday conversations.
- ask and tell what day, time of day and date it is.
- ask for and give a date of birth.
- ask for and give a phone number.
- tell people their age and ask people about their age.
- ask very simple questions for information, such as “What is this?” and understand one- or two-word/ sign answers.
- convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.
- convey basic personal information in short phrases and sentences, with reference to a dictionary.

- fill in very simple registration forms with basic personal details: name, address, nationality, marital status.
- post simple online greetings, using basic formulaic expressions and emoticons.
- post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.
- make selections (e.g. choosing a product, size, color) in a simple online purchase or application form, provided there is visual support.
- relay simple instructions about places and times, provided these are repeated very slowly and clearly.
- relay very basic information (e.g. numbers and prices) from short, simple, illustrated texts (in Language A).

The author of this research, taking into account that he has developed his work in this teaching, considers the updating of this topic provided by the CERF to be of utmost importance for the development of oral English language skills in Cuban primary schools today.

1.3.3. Steps for improving oral skills in English lessons to Children

Oral language skills are vitally important for your students to master—both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers. As teachers, there's a lot that could be done during everyday lessons to support the development of strong oral language skills in the students. (Suliman, Jamal Mohamed et. Al. 2023, p.70)

The major reason for learning the English language is to be able to speak. "Speaking as a part of daily life that we take it for granted." Therefore, oral skill is one of the main aspects of communication and the most important and essential skill in EFL classes. "Many EFL students consider the mastery of the oral skills a priority". Besides, they evaluate their success according to their spoken language proficiency. Thus, the students in EFL classes expect to develop the oral skills more than the other skills, because speaking is language in use. Oral skill is considered the key element in language learning. Therefore, it is considered a helpful skill to build up other language skills. (Suliman, Jamal Mohamed et. al. 2023, p.71)

The author of this paper agrees that for many students, learning to speak competently in English is a priority, they may need this skill for a variety of reasons, for example, to keep up a report in relationships, influence people, and win or lose negotiations. So, oral skill is a fundamental medium used to convey messages, knowledge, emotions, feelings, ideas directly in an interaction with the other. Teachers should design some speaking activities and exercises for students to practice and develop their oral skills. For instance, discussions after each class or selected speaking discussions periodically, a discussion can be prepared for various objectives. Preparing some speaking models and storytelling. Role-play is considered an effective way of getting students to speak. Besides, other speaking activities such as interviews, information gaps, brainstorming, etc...

Some steps to clearly communicate what is in mind proposed by the author are: (Suliman, Jamal Mohamed et. Al. 2023, p.71)

1. The desire to improve your oral expression is the first step to clearly communicate what is on your mind. Good communication skills can help you avoid being misunderstood or overlooked. A person who speaks well exudes confidence and is more likely to attain his professional or personal goals. Think before you speak. This cliché rings true for all those who speak well. If feel you must pause to gather your thoughts, do so. People who communicate effectively think about what they want to say and how to say it.
2. Use only words you can define and pronounce correctly. Confident and effective speakers express themselves clearly because they remain within their vocabulary range. Pay attention to pronunciation guides in the dictionary to correctly pronounce tricky words.
3. Expand your vocabulary by exploring a dictionary. Once you have mastered a list of words, consistently learn new ones and utilize them when the timing is right. When you are reading, underline or list words you do not know and look them up later.
4. Add lilt to your voice. Lilt is the rising and falling of the voice when speaking. The content of your vocally expressed thoughts will be greatly enhanced if communicated in a varying, rhythmic pattern. If you speak with a monotone, listeners often will tune you out.

1.4. Oral skills in foreign language subject in the Cuban school

Curriculum of English is being designed to contribute to reinforce the general curriculum of High School and the formation of the revolutionary and responsible student in an active environment where the habits and the skills are gradually formed by means of a process that

includes not only the study and the practice, but also the creativeness, the solution of problems and the risks of learning are assumed in the foreign language therefore.

Speaking, listening, reading and writing are integrated as a reflection of the principle which states that the dominion of skill reinforces the progress in others.

The students must expose themselves to different and varied educative activities that are excellent, significant and authentic to stimulate them and to challenge them to use the English in real context.

According to (Antich, R, 1975), the progress of the students is evaluated systematically by means of pair works, group works, monologues, in class papers, project works (oral, written or both) and evaluative homework where they demonstrate their abilities in English by means of the accomplishment of the authentic communicative task with very well-defined objectives. They have two term tests in which they have two written questions and one oral. The Final Project Work is considered a conclusive activity by means of which the students demonstrate to the level of dominion reached in the foreign language and the developed abilities of independent work.

Many students attribute their unsuccessful communication to the shortage of accumulation. When oral expression with others, students tend to think a large amount of vocabulary is the presupposition of oral communication, and they think the more vocabulary they memorize, the easier and better their oral English is. The fact is not. If we observe carefully, native speakers such as British and Americans prefer simple words, slangs and idioms for daily communication to complex words and sentence structures. Usually, the communication can be achieved successfully in simple words or sentences instead of a series of rigid, standardized structure. For example: Let me know it once you get the information. It's structurally right and acceptable in meaning. But if we pay more attention to the colloquial expression, a simple phrase "get me posted" will be suitable. Again, students are accustomed to say, "I feel tired" and "You misunderstand me", but if we are careful observers, we may find they are far away from being colloquial compared with the usage of simple word "get". Then we have "I get tired" and "you get me wrong" for colloquial oral skills. (Antich, R, 1975)

A great deal of school success depends upon a student's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions. Students who are adept at expressing their ideas verbally are often highly successful in meeting the expectations of school and daily life.

Students who have difficulty communicating their ideas orally may reveal signs of hesitation, labored speech, trouble organizing ideas, and/or an overuse of high frequency vocabulary. In addition, students may have difficulty generating ideas or applying concepts during classroom discussions and activities.

Some hints to consider for developing oral skills in the classroom were suggested by (Caballero, Mercedes,1995):

- ✓ Consider the following techniques to protect a student from humiliation: No reading aloud in class without an opportunity to practice; Questions that can be answered with a one-word response: Yes/No, True/False; Questions in advance to prepare before class, etc.
- ✓ Help students strengthen their oral presentation skills through staging procedures and plenty of support as needed.
- ✓ Provide a safe environment in which students can develop skills. For example, do not grade student presentations; consider them an exercise in skill development.
- ✓ Incorporate oral recitation activities such as poetry readings, parts in plays, etc. to help students build expressive fluency and presence.
- ✓ Be sure not to put students on the spot or in uncomfortable positions but do encourage them to challenge themselves.
- ✓ Give students advance practice reading passages, poems, parts, etc. before reading aloud in class.
- ✓ Allow students extra time to respond to questions. Time for thought has been shown to improve the ability to respond, the complexity of responses, and the quality of responses of students with and without language difficulties.
- ✓ Allow students to express themselves in ways other than through oral discussion (e.g., writing journal entries, matching pictures, answering true/false questions, role-playing).
- ✓ Have students arrange oral and written sentences or paragraphs in logical, sequential order.
- ✓ Have students practice identifying the parts of a story in terms of the beginning, middle or ending.
- ✓ Have students complete stories (orally and in writing) when given a specified beginning or ending.
- ✓ Have students explain the steps of a procedure orally and in writing.

- ✓ Teach students how to make a flow chart that breaks down a procedure into its component parts.
- ✓ Give students opportunities to apply new vocabulary in their writing, in classroom discussions and activities, etc.
- ✓ Guide students in replacing high frequency words in their writing and discussions with more colorful or descriptive words.

1.4.1. The task of the language teacher in the development of the oral skills in English as a foreign language

Why it is so difficult to teach a foreign language? Largely, according to the authoress' opinion, it is because teachers are attempting to teach in the classroom what is normally - and perhaps best – learned outside it. The classroom is of course a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. To develop the skills needed for this, especially the oral ones of understanding and speaking, teachers have to cope with a number of obstacles, such as:

- ✓ The size of the class (often thirty or more learners)
- ✓ The arrangement of the classroom (which rarely favors communication)
- ✓ The number of hours available for teaching the language (which cannot and should not all be spent on oral work)
- ✓ The syllabus itself, and particularly examinations, which may discourage us from giving adequate to the spoken language. (Karavas-Doukas, E. 2006)

Under these conditions it is not easy to provide effective oral practice, especially in large classes. That is why it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which oral ability can be developed. These techniques and procedures are a way of accommodating language learning to the unfavorable environment of the classroom.

What, then, is your role as a language teacher in the classroom? (Karavas-Doukas, E. 2006) refers to the role of the teacher in the classroom; he states that in the first place your task, like that of any other teacher, is to create the best conditions for learning. In a sense, then, you are a means to an end: an instrument to see that learning takes place. But, in addition to this general function (or perhaps we should say to implement it), you have specific

roles to play at different stages of the learning process. These stages should be taken into consideration:

- ✓ Presentation (when you introduce something new to be learned)
- ✓ Practice (when you allow the learners to work under your direction)
- ✓ Production (when you give them opportunities to work on their own)

The above mentioned author continuous saying that in order to teach effective oral skills teachers need to: explicitly model effective speaking in a formal and informal manner provide opportunities for students to engage in conversational-style speaking e.g. using the shop area, providing scenario cards give students tasks that involve observing and recording effective speaking use role-playing to teach and reinforce good conversational skills carry out activities where the whole class read aloud teach the rules that govern social interaction as mentioned above create organic charts to capture the mannerisms associated with effective speaking such as the non-verbal behaviors.

1.5. Empirical, statistical-mathematical level results. Initial Diagnosis.

Scientific observation: (See Annex 1)

An observation guide was employed to thirteen English lessons with the objective of obtaining information on the development of oral skills in English as a Foreign Language in students of sixth grade at Remigio Diaz Quintanilla Elementary School using teaching resources. It showed that the students were not well motivated with the use of teaching resources in the English lessons; teachers sometimes use teaching resources to develop the oral skills during the English lessons, teachers use teaching resources such as pictures and cards only.

The teachers did not use enough technology at teaching, such as TV videos, listening, etc.

Summarizing:

- ✓ Students do not seem well-motivated to learn.
- ✓ Use of few teaching resources that support the development of oral expression.
- ✓ Participation in classes is limited, only 9 students show interest in participating. The rest show apathy or shyness to do so.
- ✓ The means that the teacher uses to support the students' oral expression in English are some pictures and the blackboard, abusing writing, which in this teaching should be simpler.

Referring to the oral participation in English lessons, taking as a reference group B, composed by 30 students, it showed that nine students (30%) are always participating in

lessons. Thirteen students (43, 3%) are not well concentrated and eight students (26,6%) do not participate in lessons.

Documentary analysis: (See Annex 2)

The study of sixth grade English syllabus was developed to determine the goals of the subject in sixth grade students regarding oral skills. Specifically, for the determination of the way, this official document suggests the structure of sentences construction, the pronunciation of initial and final sound /s/, as well as the analysis of the vocabulary students should use in each of the units.

Interview to the students: (See Annex 3)

The students were interviewed to determine the degree of motivation and to express themselves orally and the result revealed that they feel motivated when the teacher brings teaching resources, as well as with the use of the TV.

The results show that:

- The 73 % of the students like oral activities.
- The students feel helped by the teacher in the 93 % of the cases.
- All the students prefer teaching resources at time of learning English, mainly recordings, TV and pictures.
- Only 17 % of the students consider enough only 1 time-lesson a week; meanwhile more than the 83 of the students interviewed consider they need more than 2 time-lessons a week.

Interview to the teachers: (See Annex 4)

The sixth-grade teachers from “Remigio Díaz Quintanilla” Primary School, with 2 and 3 years of experience, were also interviewed to identify limitations and potentialities.

They had to face communicative teaching to manage the oral skills in their students, and it was corroborated that the limitations were: lack of experiences, poor methodological support and they did not have abilities for applying this kind of methodology in foreign language teaching.

They expressed that the use of teaching resources is limited in their lessons and that the exercises in the Textbook and Workbook do not motivate the students of this age.

All of them expressed they didn't have enough time to work on the development of oral expression. Few lessons in a week, only 45 minutes a week are not enough.

Survey: (See Annex 5)

A survey was applied to the 30 students of sixth grade at Remigio Diaz Quintanilla Elementary School, with the purpose of determining the degree of motivation for learning the English language. The following results were obtained:

- ✓ In the first question of the survey, it was corroborated that nine students (30%) want to learn English because they like it. Eleven students (36,6%) because they want to learn another language and ten students (33,3%) study the subject because it is compulsory by school or their parents, they do not like to learn English.
- ✓ To know the goals of the students, question number two was applied, and it showed that ten (33,3%) students learn English because they want to understand TV programs, fourteen students (46,6%) want to travel to another country, six students (20%) to play games with tablets or computers.
- ✓ Regarding the students' preferences towards the English lessons where the teacher uses teaching resources the majority of the students nineteen (63,3%) prefer the lessons where the teacher uses teaching resources such as (cards, pictures, videos, songs, games among others), all the three first items included and just eleven (33%) students prefer isolated items, just using audiovisual teaching resources.

Pedagogical test: (See Annex 6)

Working with the result of this test, it could be confirmed that the first indicator, related to uttering simple sentences, nine students (30%) were able to make them with the corresponding communicative functions. Eleven students (36,6%) utter simple sentences according to the communicative functions of the unit and ten students (33,3%) were not able to utter simple sentences and they had great difficulties in the use of the vocabulary and the pronunciation of the sound /s/ in the initial and final positions.

Five (16,7%) students had some difficulties in the pronunciation of the sound /s/ in the initial and final positions. Seventeen (56,6%) students have some problems with the pronunciation of the sound /s/ in the initial and final positions in some words and eight students (26,7%) were not able to pronounce the sound /s/ in the initial and final positions of the corresponding words about the unit.

Four students (13,3%) students were able to utter simple sentences according to the communicative functions of the unit, nineteen students (63.3%) have a limited vocabulary to

express themselves about the topic related to the unit and seven student (23,3%) could not speak due to a total lack of vocabulary.

Evaluated indicators	High Level	%	Middle Level	%	Low Level	%
Uttering simple sentences.	9	30	11	36,6	10	33,3
Pronunciation of the sound /s/ in initial and final positions	5	16,7	17	56,6	8	26,7
Vocabulary.	4	13,3	19	63,3	7	23,3
Average Total	6	20	16	53,3	8	26,7

CHAPTER II:

PRESENTATION OF THE TEACHING ACTIVITIES AND EVALUATION OF THEIR EFFECTIVENESS

To carry out this major paper it was necessary to elaborate and evaluate the effectiveness of the teaching activities related to the development of the oral skills, where students' interest towards the English language and the use of teaching resources during the English lesson were considered throughout the whole process.

2.1. Characterization and presentation of the teaching activities proposal for the development of the oral expression in the English language in elementary level.

The use of teaching resources, specially, for the development of oral skills in English as a foreign language in young learners is of a great importance.

In different investigations made, it has been demonstrated that with the use of teaching resources, learners:

Remember 20% of what they hear.

Remember 30% of what they see.

Remember 50 % of what they see and hear.

Remember 90 % of what they say and do.

Remember 100% of what they pass on to others.

When you hear, you forget.

When you see, you remember.

When you do, you understand.

When you learn, you evaluate.

When you evaluate, you imagine, create and innovate.

(Álvarez Molina, José M, 2005).

The teaching resources constitute one of the systems integrating the non-personal didactic components, together with the systems of objectives, contents, methods and evaluation are an indissoluble part of the whole system of activities of the teacher and students in the process of transmission and acquisition of knowledge, habits, skills and abilities. All these didactic components, personal and non-personal, have a very close interaction and interdependence. For this reason, it is wrong to consider the teaching resources as an element complementary to the teaching-learning process, since they act in a systematic way. (Álvarez Molina, José M, 2005).

(Molina 2005) refers to the selection and proper use of different teaching resources in the foreign language class of such importance; he remarks that it cannot be conceived without the outstanding presence of them in all their development. The teaching resources in education are an essential help. They become perhaps more effective procedure to achieve a better understanding of the new linguistic material (lexicon or grammar) in the classes of presentation but, in addition, in their subsequent exercise. They help the teacher locate their students in communication situations that facilitate the development of communicative competence.

It can be concluded by saying that, in the context of the teaching of foreign languages, the teaching resources are all elements, natural or artificial, in which the object itself or its graphic representations are included that contribute to objectify the interrelation between the teacher and the students. Students' performance in the process of transmission and acquisition of knowledge, habits, skills and abilities. These, in turn, constitute the material base that helps to make more effective the methods and procedures used in the classroom by their dynamic forces to make the contents that are taught more accessible and, in this way, achieve the goals of the class.

There are different means that contribute to make our classes more illustrative and, at the same time, more enjoyable. Dr. Vicente González Castro, defines two fundamental types of teaching resources. (Glez., V., 1986: 83-123)

1. The means of direct use do not need any electronic support for use in class. Among them are the following: sheets, pictures, maps, models, graphics, banners, the blackboard, signs, among others.
2. The technical means, which do require an electronic support for use in the classes. These are subdivided into three groups:
 - a) The visual media: Films, slideshow, retro transparencies
 - b) The sound media: Texts, exercises and other teaching activities recorded on tapes or compact discs and radial educational programs
 - c) Audiovisual media, in which the visual and the sound are combined.
 - ✓ Video classes and other educational programs.
 - ✓ Television educational programs.
 - ✓ 35 mm films with teaching character.
 - ✓ Computerized teaching programs.

- ✓ Electronic encyclopedias.

The author of this research agrees that the voice of the teacher is considered a sound means, however although these are located within the technical means, it does not need any electronic support for its use so it is regularly considered a natural means of teaching.

He keeps the idea that nowadays, when the use of different means of teaching has been widely generalized to bring knowledge to students in a more objective way, which has a greater significance in the teaching of foreign languages, the criterion that the VCR, computer, overhead projector, film projectors, compact disc recorder or player are teaching resources, when in fact they constitute the technical support that allows the use of the technical means described above.

The teaching methods must contribute to the teaching-learning process being truly significant and, therefore, in the development of learning. the teaching media have a developing conception when:

- ✓ They are closely articulated forming a system together with the rest of the other components of the teaching process.
- ✓ They are used to populate the mind with images and new knowledge.
- ✓ They guarantee a conscious and solid assimilation of knowledge while enriching and expanding it.
- ✓ They are included especially as part of the guiding basis of the activity.
- ✓ Students interact with them in the material or materialized stage during the learning process.
- ✓ They promote not only instructive processes, but also educational ones from their content.
- ✓ Facilitate the development of thinking, linking organically to the learning activity of each student.
- ✓ Teachers offer their students the opportunity to create media creatively.
- ✓ The self-control and self-evaluation actions of the student are involved in their learning, as well as collective control actions. (Kiki Andriani, Ardiana. 2022)

As we all know, teaching media includes any tools or resources that a teacher or student may utilize to accomplish specific educational goals. The teaching media can then be classified in some way. Media are classified into seven categories such as:

1. Graphic Media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.
2. Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.
3. Three-Dimensional Media: A media with a three-dimensional shape. Models, items, specimens, and puppets, for example.
4. Projected Media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records, for example.
5. Audio Media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.
6. Video Media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers.
7. Activity Media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing, for example.

(Kiki Andriani, Ardiana. 2022)

A teaching resource is a tool used by the teacher as a facilitator to the process of teaching and learning inside the classroom. It is one of the means by which we, as teachers bring life into the theoretical texts by bringing environment inside the classroom indirectly. Also, it is a means of personification to the concrete texts in the students' books. The final purpose remains as a means of relating teaching with the environment that students live in and communicate with. (Cubero Allende, José 2005).

In this respect Rosa Antich expresses that the motivation is one of the psychological factors for the learning of a foreign language, propitiates in the student an attitude positive towards the language; that the linguistic material of each unit of the program must be contextualized, exercised in a communicative way and apply in situations that require communication, with the need of different resources helping teachers for a better teaching-learning process. (Antich R., 1986: 29).

The author of the research paper hardly believes that: "The means of teaching greatly reduces the time needed for learning. For this we base ourselves on the means that objectify the teaching. It is not about learning more, it is not that the psychological processes of learning occur faster; more dynamic that would be false."

On the other hand, teaching activities, like any other type of activity, have three important stages:

1. Motivational and orientation stage: it is of great importance since it is in this stage where the students appropriate the content of a game, while an emotional situation is established for the development of the activity.
2. Execution stage: it is the moment in which the students freely participate in the activity under the guidance or leadership of the teacher, following the provisions of the regulations.
3. Control stage: in this the students value the process, and the results achieved by their classmates and likewise self-assess their own.

(CERF. 2021)

Oral language activities can be described as tasks that focus on improving an individual's oral communication skills. So, whether the oral language activity is storytelling, debating, role-playing, reflecting, or discussing, the overarching motivation is to improve communication skills, which include speaking and listening activities, fluency and coherence while speaking, and linguistic enhancement.

Oral language activities can help improve a myriad of skills, such as:

- ✓ An increased level of vocabulary, both spoken and written.
- ✓ Improved fluency levels and phonemic expression.
- ✓ Enhanced pronunciation and rhythm when speaking.
- ✓ Developed communication and comprehension skills.
- ✓ Confidence when it comes to public speaking and conversations with others.

And so much more! You can improve your children's oral language skills by using wonderful resources, both at school or even at home. (CERF. 2021)

For the elaboration of the teaching resources that contribute to the development of the oral expression of the 6th grade students, the methodology proposed by (Rodríguez, R. 1987:78) is considered, which allows the educator to implement the exercise path. As well as achieving the highest possible efficiency.

The teaching Activities have the following structure:

1. Name
2. Learning goals
3. Teaching resources

4. Presentation
5. Proposals for tasks to be solved
6. Rules or standards
7. Control and self-control of the task
8. Evaluation of the results: When preparing the different models, it is important to keep in mind an algorithmic sequence, which allows for a homogeneous structure to be achieved.

This must include the following aspects:

- a) Type of task; you must specify whether it is role-playing, dramatized, or cognitive.
- b) Title of the task: it must be suggestive since it seeks to attract or motivate students towards the activity they develop.
- c) Learning goals: you must clearly define what is pursued
- d) Teaching resources to be used: all necessary means are declared
- e) Forms of organization: if it is individual, in pairs, in teams, in rows, according to the organization of the classroom.
- f) Duration time: the time available for the development of the activity is planned.
- g) Moment of application: it is specified in which part of the teaching activity is carried out. You should not improvise.
- h) Conditions of the place: the requirements that the place where they take place must meet must be specified according to the demands of the game.
- i) Methodology (description of the task): it will explain how the cognitive tasks are combined with the different simulated situations that make up the task.
- j) Rules of the task: the norms and rules must be declared which must be complied with by all participants.
- k) Observations: evaluation of the results. Based on the diagnosis, the proposal was elaborated, which considers from the methodological point of view the system of categories and the laws of didactics, marked by the influence of contemporary pedagogical trends, particularly the historical-cultural approach.

The set of activities applied to the sample considers the bibliographic review and the results of the rest of the empirical instruments applied as part of the necessary background information. Hence, the following elements have been considered:

- 1) Methodological flexibility
- 2) Needs, motivations and interests are essential elements to consider.

- 3) Give the role that corresponds to collective work, taking advantage of and developing individual potential and the zone of proximal development.
- 4) Consider individual differences.
- 5) Inclusion of motivating activities or tasks outside the classroom
- 6) The structure, the use and the meaning must be present in each task, beginning with the meaning and use of the content and through them the grammatical structure. This does not indicate, at any time, considering the grammatical explanation a taboo.
- 7) Leading role of the student in the process and facilitator of the teacher.
- 8) Make use of the mother tongue in those cases that are necessary, for not
- 9) have another effective way or to establish comparisons that help consolidate knowledge.
- 10) Task planning based on the structural moments of the teaching-learning process, that is, orientation, execution and control.
- 11) The unity between the instructional and the educational.
- 12) A practical task among students which favors initiative, creativity and cognitive independence

2.1.1. Teaching activities proposal

The sixth-grade teaching syllabus at the elementary level (Precisions of the improvement of English teaching in primary school) serves as a guide for the activities to be proposed. It helps teachers with the teaching outcomes and contents by units, completing the systematic nature of teaching from Third to Sixth graders. **(See Annex 7)**

Activity # 1 – I AM A TEACHER.

UNIT # 1 - REVIEW

LESSON # 2

Title: Role play

Learning outcome: To enhance oral skills related to professions to reinforce equity value on the students and love for work.

Type of lesson: Free practice.

Teaching resources: Computer and images.

Method: communicative approach

Organization: group work and work in pairs

Time. 20 minutes.

Steps or phases of the teaching

Orientation: Watch the image on the computer and make a dialogue about it with your partner. Be ready to perform in front of the class.

Development:

- The teacher divides the students into different groups. In each group two students are selected for two different roles.
- The students selected work in pairs to make the dialogue in their notebooks, considering the images of their imaginary professions and the guideline shown in the computer.
- They should perform the dialogue in front of the class. The rest of the students watch their performance and listen to their dialogues. Later, the spectator students give them their feedback.

EXAMPLE: A: What's your job/occupation/profession?

B: I am a teacher/doctor/dentist ...

A: Where do you work?

B: I work in a school/hospital/clinic ...

They could talk about them
Family members, too.

Control and evaluation: While the students work in pairs and perform in front of the class the teacher will be controlling the conversations and assess each of them according to their development.

The teacher will evaluate the use of the communicative functions, taking into consideration the prosodic and grammatical elements of the oral expression ability. He could ask the students to assess among themselves, too.

Activity # 2 – I AM ...

UNIT # 1 - REVIEW

LESSON # 5

Type of lesson: controlled practice lesson.

Learning outcome: to express orally about personal information related to themselves and their family, to emphasize on the importance of feeling satisfaction when introducing themselves to others.

Teaching resources: Cameras or cell phones, TV.

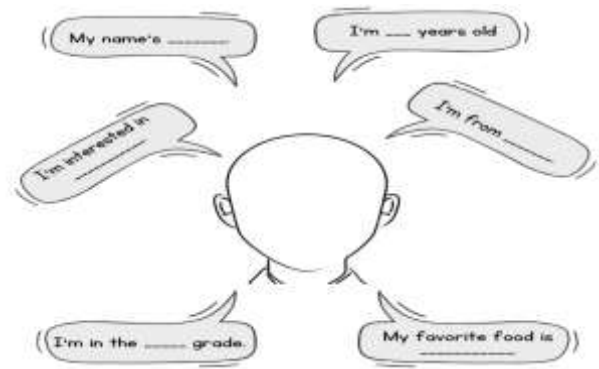
Method: communicative approach

Organization: group work

Time. 45 minutes.

Steps or phases of the teaching

Orientation: As a homework the teacher assigned the students in lesson 1, to record themselves with cameras or cell phones with their parents help, where they could say all the personal information they could, considering what they've learned in previous grades and what they've reviewed up to now. Recording that



had to be sent to the teacher by WhatsApp or given in a flash stick before. It allowed the teacher to edit all recordings into a single video. So, having this, the teacher will start by saying to the students what they are going to see, a recording where they are the main characters. After, the teacher will explain the importance of introducing themselves to others and students will feel very motivated to see themselves on TV.

Before playing the TV, the teacher will explain that in a piece of paper they will write the name of the best presentation, after watching all the recordings, but they could never write their own names, teaching them to be humble as an important moral value.

Before watching the recording, the teacher will create conditions to practice the English language, with enjoyment and satisfaction. The teacher will show the parameters to assess the students after their participation; all the students have to be ready to express their ideas about the classmate they will select.

Development

The teacher will start by calling students attention and he will make a brief introduction of himself, using accessible language to the students and then, he will play the recording. If by any chance, there are students who couldn't send the video on time, they will do it oral at the end of the recording, explaining they will have the same possibility to be selected by their classmates. The teacher plays the recording and ask for behaviour at time of watching it.

While the students are watching it together the teacher will walk around the classroom and will help them to organize ideas and give suggestions.

After playing the recording the students who couldn't participate will do it in front of the class. Then, the teacher will congratulate all the students for participating in one way or another. Later, the students will give the teacher the name written on the paper and the teacher will select the three students getting more votes. **(Annex 8)**

Control: The teacher will assess students by mentioning the students selected, who are going to perform their introduction in front of the class once more. The teacher will point out their achievements in the language learning, motivating them to go on.

The teacher will emphasize on the following parameters at the end:

- ❖ Correct use of vocabulary related to personal information.
 - ❖ Correct pronunciation of sentences.
 - ❖ Correct use of grammar at time of speaking.
- } Correct general mistakes.

Evaluation: the teacher will ask the students to express the way they like the teaching task, they can do it through a word. The teacher will ask them to say a colour that represents the way they felt during the activity and how much they have enjoyed it and learned.

Yellow for the ones who don't enjoy the activity.

Red for those who enjoy it.

Blue for the ones who neither one nor the other.

The students are going to draw the colour they feel on their notebooks. The teacher will check it by seats summarizing the result at the end.

Activity # 3 - FIND THE OBJECT.

UNIT # 2 – GOING TO SCHOOL.

LESSON #1

Type of lesson: Introductory lesson.

Learning outcome: to recognize through a game the different objects in the classroom in a way that they feel they should care for them.

Teaching resources: sheets with school objects, the TV.

Method: communicative approach

Organization: group work

Time. 15 minutes.

Steps or phases of the teaching

Orientation: This is done by teams. The teacher will divide the classroom into two teams: BLUE & RED. He will explain the activity to make the students know the teaching goal to be fulfilled. Each student will draw a school object in a sheet of paper given by the teacher, before beginning the game.




Development: First, the teacher will collect all the drawings and will place them on the first table of each team. A student from one team comes and shows the picture to the other team and he/she will ask: *What's this? / What are these?* and the one from the other team will say the object on it; by using *That is a pencil / Those are books*. The teacher will control the punctuation on the board and the team that fails loses 5 points. At the end, the teacher will congratulate the winner team.

Control

The teacher will assess students by their participation, pointing out their achievements in the language learning, motivating them to go on.

The teacher will emphasize on the following parameters at the end:

- ❖ Correct use of vocabulary related to school objects.
 - ❖ Correct pronunciation of sentences.
 - ❖ Correct use of grammar (demonstrative pronouns & plurals) at time of speaking.
- 
- Correct mistakes
generally

Evaluation: the teacher will assess the task orally when the student goes in front of the classroom. You will be given a note considering the criteria and participation of the students.

Summary: To conclude the teacher will play a recording on the TV where the students will check the school objects, they've studied with the ones mentioned in the recording. (See Annex 8)

Activity # 4 - THE HOUSE OF MY DREAMS.

UNIT # 5 – HOME SWEET HOME.

LESSON # 4

Type of lesson: Free practice lesson.

Learning outcome: to express orally the name of objects for domestic use and the place they occupy within the home, so that they feel satisfaction for the utility it provides.

Teaching resources: Two cardboard plans with the different rooms of a house and cards.

Method: communicative approach

Organization: group work

Time. 25 minutes.

Steps or phases of the teaching

Orientation and development: This is done in teams. The group is divided into two teams BLUE HOME & RED HOME. Each team will be given a cardboard house plan. A box is

placed on the teacher's desk containing several cards with drawings of house objects: such as chair, table, refrigerator, etc. The competitor of the starting team must choose one of these cards, place it in the corresponding room and express it in English. Then he will correspond to the other team and so on until the cards. The one with the most cards correctly placed will win.

Example: What is this?

There is a bed in the bedroom

There are 4 chairs in the dining room

Control and Evaluation: the teacher will assess the task orally when the student goes in front of the classroom. You will be given a note considering the criteria and participation of the students.



Activity# 5 – WHAT DOES HE LOOK LIKE?

UNIT # 6 - Describing people.

LESSON # 3

Type of lesson: Free practice lesson.

Learning outcome: to describe persons physically through a game, so that they feel support and respect for it.

Teaching resources: Pictures of family members, TV.

Method: communicative approach

Organization: group work

Time. 20 minutes.

Steps or phases of the teaching



Orientation: The teacher will explain they are going to participate in a game in which they are going to be able to describe persons and prove how they can do it in English, motivating the students towards the activity.

Development.

Divide the group into two teams. One student from each team comes to the front and shows a picture of his/her family. So, he/she says, according to the photo or recording he/she has brought:

Example: This is my mother, this is my father, this is my sister.

The student can play the recording describing their family on the TV for the rest of the class, if she/he please.

Control and evaluation: the teacher will evaluate the task orally when the student goes in front of the classroom You will be given a note considering the criteria and participation of the students

Activity # 6 - THIS IS MY BODY.

UNIT # 9 – PARTS OF THE BODY.

LESSON 2

Type of lesson: Semi-controlled lesson

Learning outcome: to reproduce through a game the parts of the body, so as to demonstrate the importance of all of them as a system.

Teaching resources: Cardboard, domino game, TV.

Method: communicative approach

Organization: group work

Time. 20 minutes.

Steps or phases of the teaching

Orientation: The teacher will explain they are all going to participate in a game in which they are going to be able to using the parts of the body in English, motivating the students towards the activity.

Development: Divide the group into two or more teams. Students are explained each part of the body as appropriate. A student from the opposing team says the part of the body and the other must locate it. The student who does not know how to locate it correctly loses.

Example: Head

Control and evaluation: the teacher will evaluate the task orally when the student goes in front of the classroom You will be given a note considering the criteria and participation of the students.



To conclude as a motivational fact the teacher will play a song on the TV, they are going to study next class. Song “Head, shoulders, knees and toes”. **(See Annex 9)**

Activity # 7 – AT THE ZOO

UNIT 10 – A VISIT TO THE ZOO

LESSON 2

Type of lesson: controlled lesson

Learning outcome: to describe some animals they can find at the zoo, to reinforce the importance of nature and free habitat.

Teaching resources: Animal pictures and cards with adjectives written.

Method: communicative approach

Organization: group work

Time. 20 minutes.

Steps or phases of the teaching

Orientation: To begin the teacher will play the song on TV they studied in the previous class: “Animals” and the students will sing it. It helps the teacher to motivate the game and guide the students towards the exercise to be performed. **(See Annex 10)**



Development: The teacher will divide the classroom in 3 teams to prepare a competition game among them: (Teams CAT / DOG / BIRD) He will identify them with pictures.

Then, the teacher will mention an animal, or a description and the student of a team

will be able to select the picture or card according to what the teacher says. For instance:

- Teacher: *It's tall with a long neck.*
- Student: *It's a Giraffe*

So, this same student will describe the animal in front of the class:

- Student: *The giraffe is tall with a long neck*

Control and evaluation: The teacher will be evaluating the students, while they participate. He/she will ask the rest of the class how the student is doing in every case.

Activity # 8 - TO CALCULATE.

UNIT # 10 – ALL IN ALL.

LESSON # 2

Type of Lesson: Free practice lesson

Learning outcome: express numbers through the solution of maths exercises to promote the importance of mathematics for practical life.

Teaching resources: Cardboard

Method: Communicative approach.

Organization: Groupwork

Time: 15 minutes

Steps or phases of the teaching

Orientation: By means of checking the previous homework, related with the numbers from 1-100, the teacher will explain that they are going to participate in an activity, in which they will practice the numbers and demonstrate their abilities in Maths; explaining the importance of knowing mathematics for practical life.

Development: Divide the group into two teams. A team is dealt cards with mathematical operations, the other team is given the result of those operations. A student comes to the front of the room and says the operation in English. He The student from the opposing team comes up with the result and says it in English. The team make no mistake will be the winner.

Example: $7+5=12$

Control and evaluation: the teacher will evaluate the task orally when the student goes in front of the classroom You will be given a note considering the criteria and participation of the students.

RELAXATION ACTIVITIES

The following proposal will help the teacher to start any activity inside the class and in any of its parts, taking into account the necessity of having all the students motivated and paying attention to the activity to be performed. It's a very useful way to look for different viewpoints at time to work with the individual differences of the students.

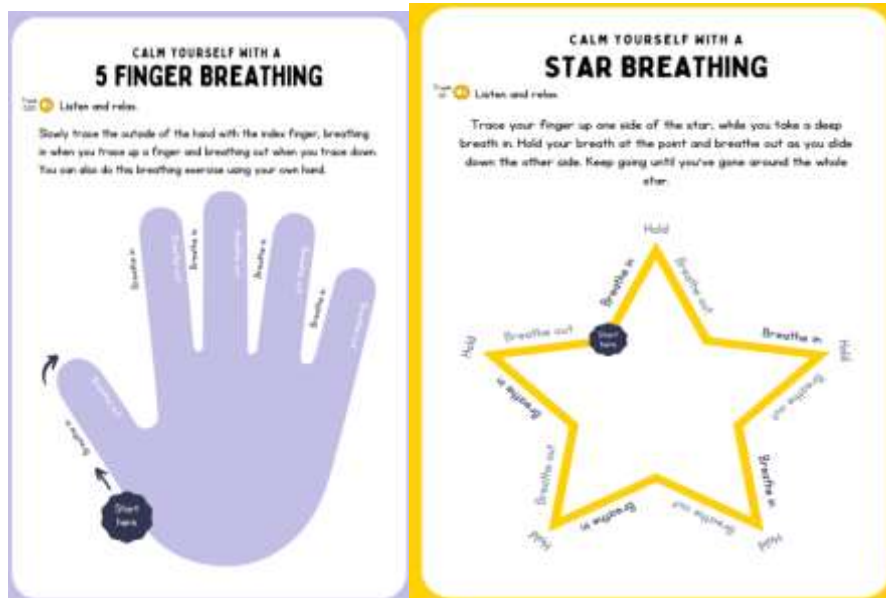
8. Time to relax

It aims at getting students to relax before studying. The idea is that the student should be as prepared as possible for their classes, and before learning any language, they need to breath, stretch and feel peaceful.

This activity can be used any time during the class, and you can use them more than once.

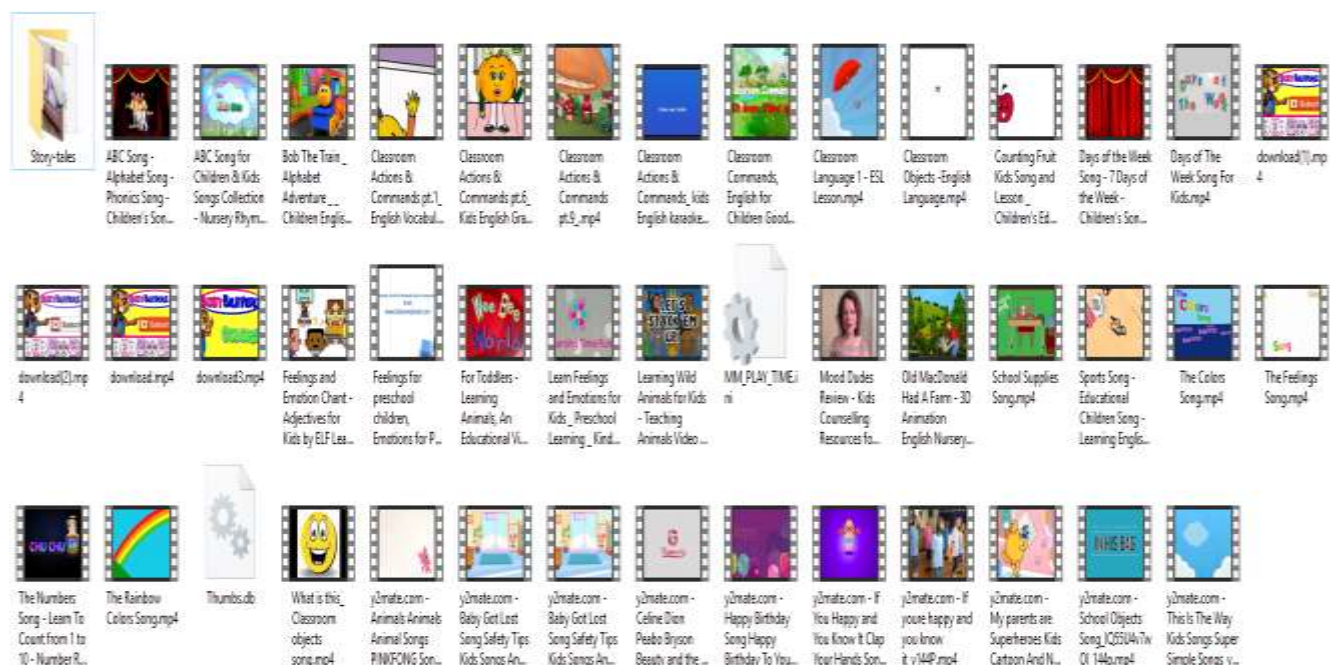
To use these activities:

1. Ask students to look at the correct activity on the page.
2. Play the recording and listen to the instructions. Students can read the instructions at the same time as listening if they want to.
3. Complete the activity as the recording plays. Repeat as many times as necessary.



9. Time to relax with songs and story-tales.

Recordings using the TV, computers, cell phones or any other ITCs the students can work with them inside the classroom or in their houses, helping them to improve their knowledge. The teacher can guide what to watch to enjoy in their free time and at the same time learning and practicing.



2.2. Result analysis after the application of the teaching activities

After the application of the teaching activities, new instruments and tools were employed to compare the initial results obtained with the ones obtained after the application of the teaching activities.

To prove the effectiveness of the activities a similar pedagogical test (**See Annex 6**) was given to students again, but now with the objective of proving the students' final state to measure the improvement the oral skills in sixth graders starting from given real situations. This final pedagogical test demonstrated that the results were positive, improving their oral expression in general sense, for example:

The first indicator related to uttering simple sentences; 21 students (70%) were able to make them with the corresponding communicative functions. seven students (23,3%) utter simple sentences according to the communicative functions of the unit and two students (7%) were not able to utter simple sentences and they had great difficulties in the use of the vocabulary and the pronunciation of the sound /s/ in the initial and final positions.

Nineteen (63.3%) students had few or non-difficulties in the pronunciation of the sound /s/ in the initial and final positions. Nine (30%) students have some problems with the pronunciation of the sound /s/ in the initial or final positions in some words and two students (7%) were not able to pronounce the sound /s/ in the initial and final positions of the corresponding words about the unit.

Twenty-one students (70%) students were able to utter simple sentences according to the communicative functions of the unit, seven students (23.3%) had a limited vocabulary to express themselves about the topic related to the unit and two students (7%) could not speak due to a total lack of vocabulary and a total disinterest in learning English; However, it is something that also affects other subjects, as could be assessed with the grade teachers.

In general, it can be evaluated that the application of the activities allowed the students to improve their oral expression; and at the same time, the motivation towards studying the English language became evident, as they felt more confident in their learning. **(See Annex 11)**

Surveys were also conducted with students, where it was found that the activities were liked by both groups surveyed. These surveys, yielded the following results: **(See Annex 12)**

1. 96.6% of the students acknowledged that they liked the new activities carried out, only two students did not consider it that way. Therefore, they showed great general acceptance.
2. Twenty-eight students want to continue studying English with this proposal of activities in their classes. Only two do not want it.
3. Of the activities carried out, work with the television, recordings, objects and pictures were highly accepted, by more than 95%. Meanwhile, to a lesser extent, there were cards and others.
4. The proposal to increase class hours per week continued to rise, from 83 to 93%. In the author's opinion, this is something to review because teachers and students consider one hour of class per week insufficient.

The application of the teaching activities proved the improvement of the oral expression in sixth graders in the English language, to which was verified through a pre-experiment that made possible comparison of the evolution of it, considering the behavior of the dimensions and indicators related to the improvement of the oral expression ability in the English language in sixth graders.

Hence, when concluding the evaluation process of the teaching activities applied the indicators suffered transformations corroborating all the reverse of the first techniques results before applied. So that, student's motivation to speak in English has increased, as well as the correct use of simple verbal structures, mastery of vocabulary and proper pronunciation in

relation to the oral expression ability in sixth graders of the selected sample at same time allowing the students to talk freely, fluently and spontaneous in the English language.

CONCLUSION

Considering what is stated in this research work it is concluded that:

1. The bibliography consulted allowed the identification of the theoretical aspects related to the teaching-learning process in the English language as a foreign language, emphasizing on the development of the oral skills in elementary school, in sixth graders and the importance of this ability when learning the language. It also permitted the foundation of the theoretical elements and the up datedness of this aspect.
2. Different methods and instruments employed in the diagnosis confirmed the existence of potentialities and weaknesses in the development of students' oral skills in the teaching-learning process, in this stage could be determined difficulties in a tight connection with the poor development of the students' oral skills. Moreover, it permitted to adapt the teaching activities to the students' profile.
3. The activities applied are characterized as motivating, flexible, adaptable, dynamic, coherent and developmental by using different kinds of teaching resources. They accomplish the aims of the work and at the same time improve the oral skills in sixth grade students.
4. The evaluation of the results and the activities effectiveness permitted the adjustment of the activities according to the students' learning level, the results obtained show how the descriptors were improved and how the oral skills were enhanced as well, throughout the research process. It also showed the effectiveness of the activities applied.

RECOMMENDATION

The author recommends:

- To continue working in the development of oral skills in English as a foreign language in sixth graders, looking for innovative ways to motivate students towards learning English as a foreign language.
- Teachers must guide the students towards freedom of action while learning, being flexible and adaptable, while promoting not only reflection, but also evaluation.
- Assess the possibility of increasing the class hours per week of the subject in sixth grade, since just one is currently insufficient to develop better oral expression in English in the students.
- Continue researching on this important topic to improve the teaching and learning process of the foreign language.

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ANNEXES

ANNEX 1

Observation Guide Goal: To obtain information of the development of the oral skills in English as a Foreign Language in students of sixth "B", at "Remigio Diaz Quintanilla" Elementary School using teaching resources.

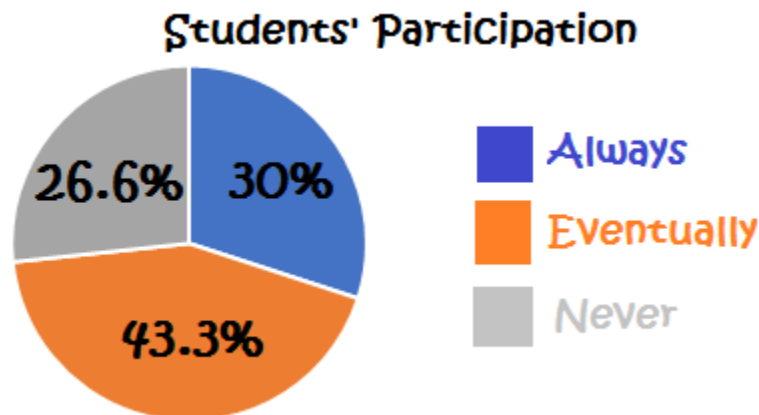
Activities:

1- Se observaron los siguientes aspectos:

- a) ¿Están los estudiantes motivados con los medios de enseñanza que se utilizan en el proceso?
___ poco ___ en alguna medida ___ mucho
- b) ¿Los medios de enseñanza están usados en función de la expresión oral?
___ poco ___ en alguna medida ___ mucho
- c) ¿Participación de los estudiantes en la clase de inglés?
___ mala ___ regular ___ buena
- d) Maneras en las que la maestra usa los medios de enseñanza para fortalecer la expresión oral
___ Juegos y canciones ___ comparando imágenes
___ describiendo carteles ___ otros (descripción de lugares)

Results:

- ✓ Students do not seem well-motivated to learn.
- ✓ Use of few teaching resources that support the development of oral expression.
- ✓ Participation in classes is limited, only 8 students show interest in participating. The rest show apathy or shyness to do so.
- ✓ The means that the teacher uses to support the students' oral expression in English are some pictures and the blackboard, abusing writing, which in this teaching should be simpler.



ANNEX 2

Documentary analysis

GOAL: to determine the objective of the English syllabus in sixth grade students regarding oral skills.

Determination of:

- Sentences construction
- Pronunciation of initial and final sound /s/
- Vocabulary

ANNEX 3

Students' interview

INTERVIEW GOAL: to determine the degree of motivation of the students to express themselves orally during the class.

Cuestionario:

1. ¿Te gusta hacer actividades orales durante la clase con medios de enseñanza?
Si _____ No _____
2. ¿Te sientes ayudado por la maestra para hacer actividades orales?
Si _____ No _____
3. ¿Qué medios de enseñanza de los que usa la maestra te gustan más o te sientes mejor con ellos?
Televisor _____ Láminas _____ Objetos _____ Grabaciones _____
Tarjetas _____ Otros _____
4. ¿Consideras suficiente un turno de clase de inglés a la semana?
Si _____ No _____ ¿Cuántos? _____

Results:

QUESTION	SI	NO	% Si – No	OTROS
1.	22	8	73 – 17	
2.	28	2	93 – 7	
3.	-	-	83 77 83 90 27 0.6	- Televisor <u>25</u> - Láminas <u>23</u> - Objetos <u>25</u> - Grabaciones <u>27</u> - Tarjetas <u>8</u> - Otros <u>2</u>
4.	12	18	40 - 60	- 1 h/c <u>5</u> - 17 % - 2 h/c <u>9</u> - 30 % - 3 h/c <u>12</u> - 40 % - + 3 h/c <u>4</u> - 13 % } 83 %

ANNEX 4

Teachers' Interviews.

INTERVIEW GOAL: to identify limitations and potentialities that the teacher has to face communicative teaching in their students.

Questionario:

1. Años de experiencia.
2. Experiencias trabajando con el grado.
3. ¿Realizas actividades orales, teniendo en cuenta la metodología de la enseñanza comunicativa del inglés como lengua extranjera? Cite ejemplos.
4. ¿Qué medios de enseñanza usas para fortalecer la expresión oral de tus alumnos?
5. ¿Qué actividades consideras que le faltan al programa para fortalecer esta habilidad?
6. ¿Son suficientes las horas clases que se imparten semanalmente para enseñar la lengua inglesa?

RESULT:

1. Lack of experience - 100 %
2. Poor methodological support – 100 %
3. They did not have abilities for applying this kind of methodology in foreign language teaching – 75 %
4. Lack of teaching resources – 50 %
5. No text-books, and workbooks do not motivate the students – 100 %
6. Few time-lessons a week (only one), limiting the oral expression practice in the foreign language – 75 %

ANNEX 5

Survey

SURVEY GOAL: to determine the degree of motivation for learning the English language in sixth grade students at “Remigio Díaz Quintanilla” Elementary School.

Estimado alumno: Solicitamos de usted que responda con sinceridad las preguntas que realizaremos a continuación, relacionadas con las clases de inglés. (Marcar una solo inciso en cada pregunta)

Actividades:

- 1- Deseas aprender el inglés porque...
 - a)___ Me gusta
 - b)___ Quiero aprender otro idioma
 - c)___ Le gusta a tus padres
 - d)___ Te lo exigen en la escuela
- 2- ¿Qué puedes lograr con el aprendizaje del inglés?
 - a) ___ Entender los programas de la TV.
 - b) ___ Jugar con dispositivos digitales.
 - c) ___ Interactuar con video-juegos.
 - d) ___ Viajar a otro país y comunicarme con personas de otros países
- 3- ¿Cómo te gustaría aprender inglés en las clases?
 - a) ___ Utilizando medios audiovisuales (TV, computadora) u otros
 - b) ___ Con la maestra y los medios que ella elabora.
 - c) ___ Utilizando otros medios de enseñanza (imágenes, videos, cartas, tarjetas, juegos, carteles, canciones, fotos, maquetas ...)
 - d) ___ Incluyendo todos los anteriores.

Results: (30 students - 6th B)

QUESTION	a)		b)		c)		d)	
	St	%	St	%	St	%	St	%
1	9	30	11	37	6	20	4	13
2	10	33	10	33	4	13	6	20
3	5	17	2	6	4	13	19	63

ANNEX 6

Initial Pedagogical test. (Diagnostic Test)

GOAL: to test the oral skills in sixth grade students starting from real situations given in order to diagnose the difficulties stated in the documentary analysis.

Oral Test:

Type of exercise: oral role-play.

- 1- Cómo saludarías a tu profesora en la mañana:
___ Good-bye
___ Good morning
___ Nice to meet you
- 2- Como preguntaría el nombre a un compañero:
___ How old are you?
___ Who do you live with?
___ What is your name?
- 3- Imagina que te diriges a la biblioteca a estudiar, de momento te encuentras con un amigo que no veías hace tiempo. Lo saludas pero recuerdas que vas retrasado y necesitas saber la hora, cómo se la preguntaría, ah, no olvides despedirte.
- 4- Elabora de forma oral dos oraciones sobre tu familia.

ANNEX 7

PROGRAMA INGLÉS SEXTO GRADO ENSEÑANZA PRIMARIA

Objetivo general de la disciplina en el nivel

Familiarizar al estudiante con el idioma inglés mediante la adquisición de conocimientos lingüístico-comunicativos y socioculturales, el desarrollo de hábitos y habilidades básicas que les permitan comprender y producir textos sencillos en la lengua extranjera a un nivel elemental, partir de juego de roles, actividades lúdicas y la música, utilizando un vocabulario relacionado con temas culturales, medioambientales, de salud, históricos, sociales que favorezcan la relación amistosa, solidaria y de respeto desde una perspectiva intercultural, como medio de expresión de sus valoraciones, sentimientos, preferencias, motivaciones e intereses en diferentes contextos de interacción socioculturales.

Sexto grado

Objetivos generales de la asignatura en el grado

- Expresarse de forma oral acerca de temas sencillos acerca de sí mismos, de su familia y amigos.
- Describir sus actividades diarias, y los lugares donde interactúa (la casa, la escuela, la comunidad en que vive).
- Expresarse acerca de sus gustos y referencias.
- Utilizar las funciones comunicativas relacionadas con los temas del grado con una corrección lingüística adecuada.
- Redactar textos sencillos acerca de sí mismo, de la familia, de sus actividades diarias y de lugares donde interactúa.
- Comprender textos sencillos relacionados con las temáticas estudiadas en clases, así como de cuentos y canciones sencillas.
- Aprender canciones y poesías que les permitan sistematizar el vocabulario y reforzar la pronunciación.
- Sistematizar las habilidades de comprensión lectora.
- Contribuir desarrollando el pensamiento lógico.
- Sistematizar los hábitos de trabajo en parejas y en pequeños grupos.

- Reforzar el conocimiento de la lengua materna como resultado del desarrollo de las habilidades que se ejercitan en la lengua extranjera.
- Fortalecer sus convicciones y sentimientos en correspondencia con las aspiraciones de la sociedad socialista, teniendo en cuenta la educación patriótica; ciudadana y jurídica; científica y tecnológica; la salud y la sexualidad con enfoque de género; estética, politécnica, laboral, económica y profesional; para la comunicación; ambiental para el desarrollo sostenible y para la orientación y proyección social.

Objetivos específicos

El alumno al terminar el grado debe saber:

- Saludar y despedirse con frases sencillas.
- Brindar información personal básica
- Preguntar y decir y deletrear el nombre
- Responder a las instrucciones del docente o instructor.
- Solicitar permiso y ayuda.
- Preguntar y responder acerca de los miembros más cercanos de la familia para describirlos de forma sencilla.
- Preguntar y responder acerca de las ocupaciones
- Preguntar y responder acerca del lugar donde reside.
- Preguntar y responder acerca de la Institución Educativa.
- Identificar y describir algunos objetos, animales, etc.: principalmente escolares y otros como vestuario, muebles, partes de la casa.

La asignatura en el grado cuenta con 40 horas/ clases distribuidas en 3 periodos, primer periodo cuenta con 16 semanas, segundo periodo cuenta con 15 semanas y tercer periodo cuenta con 9 semanas. 11 unidades con una frecuencia por semana. 2 horas /clases para la evaluación de los contenidos integradores de todas las unidades al final de cada periodo

Plan Temático

Primer Periodo

Unidad	H/C PP	Contenidos actuales
1. Review	5	Giving basic personal information
2. Going to school	3	Talking about school activities Talking about frequency

3. Home sweet home	4	Describing the house
4. Clothing	2	Talking about clothes
Feriado	1	
Reserva	2	
Total	16	

Segundo Periodo

Unidad	H/C PP	Contenidos actuales
5. Review	4	Talking about school activities Talking about frequency Describing the house Talking about clothes
6. Describing people	3	Describing people and member of the family
7. That's the way I like it	2	Talking about preferences
8. Describing objects	3	Describing means of transportations and toys
Feriado	1	
Reserva	2	
Total	15	

Tercer Periodo

Unidad	H/C PP	Contenidos actuales
9. Parts of the Body	2	Identifying parts of the body
10. A visit to the Zoo	2	Talking about animals
11. All in all	2	Summary of all contents
Feriado	1	
Reserva	2	
Total	9	
Total en el curso	40	

Unidad	H/C PP	Content	Grammar	Vocabulary	Forms
1. Review	5	Giving personal information Inviting someone Talking about professions and	Verb to be Simple present	Days of the week Seasons Months Numbers Nationalities Members of the	What day is today? What date is today? What's your name? How old are you? Where are you from? Who do you live with?

		occupations Talking about school activities Talking about likes and dislikes Talking about family		family Jobs and occupations Verbs Commands	What is your mother job? What does your sister look like? What is your friend like? What time is it? What season do you prefer? What is your favorite game? What do you do in school?
2. Going to school	3	Talking about school activities Talking about frequency	Simple present Frequency Adverbs	study./ clean read. /work write / dance play / wash practice./ sweep .visit/ dust Listen to / organize go to / have lunch watch / have dinner Make the bed Prepare breakfast help go to bed (Frequency adverbs):: sometimes - never - always - usually School subjects	I never go to bed late I usually go to the library I sometimes practice sports I go to school by bus I don't watch TV on Mondays My sister never prepare lunch What do you do at school? What do you do on weekends?
3. Home sweet home	4	Describing the house Article a/an	Simple present There is There are There is There are Affirmative ,interrogative and negative sentences (prepositions) Across from, in front of, next to, on the corner	Parts of the house Kitchen/bedroom garden bathroom living room dining room garage porch backyard Swimming pool Adjectives : Big small Large Comfortable Uncomfortable Beautiful /lovely	Is there a swimming pool in the house ...? There is a porch .It is big The swimming pool is in the backyard The fan is next to the lamp There isn't any air conditioner The bedrooms are very comfortable

				Furniture the oven or cooker washing machine microwave Fan Air conditioner Lamp Flowers Pictures chair -armchair table -chairs gas cooker cupboard refrigerator/fridge dressing table rocking chair sofa	
4. Clothing	2	Talking about clothes Talking about colors describing clothes	Simple present	Colors Adjectives: New Old Big Elegant Small Clothes Dress Blouse Skirt Shirt Pants Jeans T-shirt Socks Shoes Sandals Snickers Uniform	The skirt is beautiful The shoes are new The dress is very elegant I have new sandals The socks are white My uniform is red and white I love the yellow blouse Is your skirt new? The jeans are not very big She is wearing a new uniform
5. Review	4	Giving basic personal information Talking about nationality Talking about school activities Talking about frequency Describing the house Talking about clothes	Simple present	Colors Numbers	My name is I am from..... I live with..... My father is... I like My house is My telephone number is I like I don't like ... I usually I never...
6. Describing people	3	Describing people and members of the family Talking about colors	Simple present Affirmative and negative	(Family members): mother, father, sister, Aunt brother,	My brother isyears old .He is tall and ... He is intelligent and My cousin is from

				daughter son, husband nephew, niece uncle, wife Adjectives Tall ,Short ,Thin ,fat ,pretty Lovely ,nice ,polite ,responsible ,honest ,friendly ,intelligent ,excellent, brave, smart,	Who do you live with? Where are you from? Where is your friend from? What does he look like? What is he like?
7. That's the way I like it	2	Talking about preferences	Simple present affirmative ,negative ,interrogative. Article a/an	Wild animals Domestic animals Toys Games School subjects Fruits Music Food Clothes	I love I like..... I hate..... I don't like My favorite Do you like What's your favorite
8. Describing objects	3	Describing means of transportations and toys . Describing animals	Simple present affirmative ,negative ,interrogative. Article a/an	Adjectives Big /Small Old / new Tall /small Dangerous /domestic / wild Lovely /ugly Friendly / shy Funny Useful Weak / strong Fast /comfortable Good /bad	The tiger is a wild animal The horses are useful Butterflies are weak and beautiful Mouses are dangerous Monkeys are funny I don't like turtles .They are ugly I have a pet .It is a dog .It is black and small. I have a new bike .It is blue. I hate pigs The bike is old The doll is very big The teddy is pink The kitchen set is small
9. Body	2	Identifying parts of the body	Simple present Commands	Parts of the body	Clap your hands Raise your Right leg Touch your ears Open your mouth Show me your fingers Wash your hands Don't touch your eyes
10. A visit to the Zoo	2	Talking about animals	Simple present	,Animals Domestic Strong weak Fast Slow Quiet Intelligent	Do you have a pet? Do you like the Zoo? Do you like the aquarium? Do you usually go to the Zoo_ What is your pet like?

11. All in all	1	Summary of all contents	Simple present Frequency adverbs There is /There are Possessive adjectives	Colors Nationalities Animals Numbers Days of the week Seasons Months Jobs Clothes Parts of the house Daily activities	Integrate different forms in conversation, narrations and descriptions
Reserva	1				
Evaluación	2				
Total	31				

Evaluación:

La evaluación es sistemática y cualitativa. Los siguientes criterios pueden resultar útiles para valorar su progreso y desarrollo.

Criterio	R	B	MB	E
Responde a instrucciones simples dadas por el docente en inglés	Pocas veces	Algunas veces	Con frecuencia	Siempre
Utiliza formas simples para saludar y despedirse	Pocas veces	Algunas veces	Con frecuencia	Siempre
Formula y responde preguntas muy cortas y sencillas (por ejemplo: nombre, edad, miembros de la familia, asignaturas, amigos, ropa, colores, comida), siguiendo un modelo o estructura dada por el docente	Pocas veces	Algunas veces	Con frecuencia	Siempre
Utiliza palabras y frases memorizadas para responder preguntas simples y cortas (por ejemplo: sustantivos, miembros de la familia, asignaturas, amigos, colores), siguiendo un modelo o estructura dada por el docente	Pocas veces	Algunas veces	Con frecuencia	Siempre
Se incorpora a las actividades en que se canta, se recita, se dramatiza etc. (generalmente apoyándose en acciones)	Pocas veces	Algunas veces	Con frecuencia	Siempre
Muestra interés y curiosidad sobre palabras, frases y sonidos en inglés. Puede identificar palabras análogas	Pocas veces	Algunas veces	Con frecuencia	Siempre
Se arriesga. Trata de acercarse a la pronunciación inglesa en palabras y expresiones sencillas	Pocas veces	Algunas veces	Con frecuencia	Siempre
Es creativo en la construcción de los diálogos teniendo en cuenta las orientaciones del docente	Pocas veces	Algunas veces	Con frecuencia	Siempre

ANNEX 8

Recording “I am ...” Student’s presentation

ANNEX 9

Recording “Classroom Objects” (TV)

Classroom Objects





Notebook



Globe

Chair		Book	Notebook
Ruler	Eraser	Blackboard	Ruler

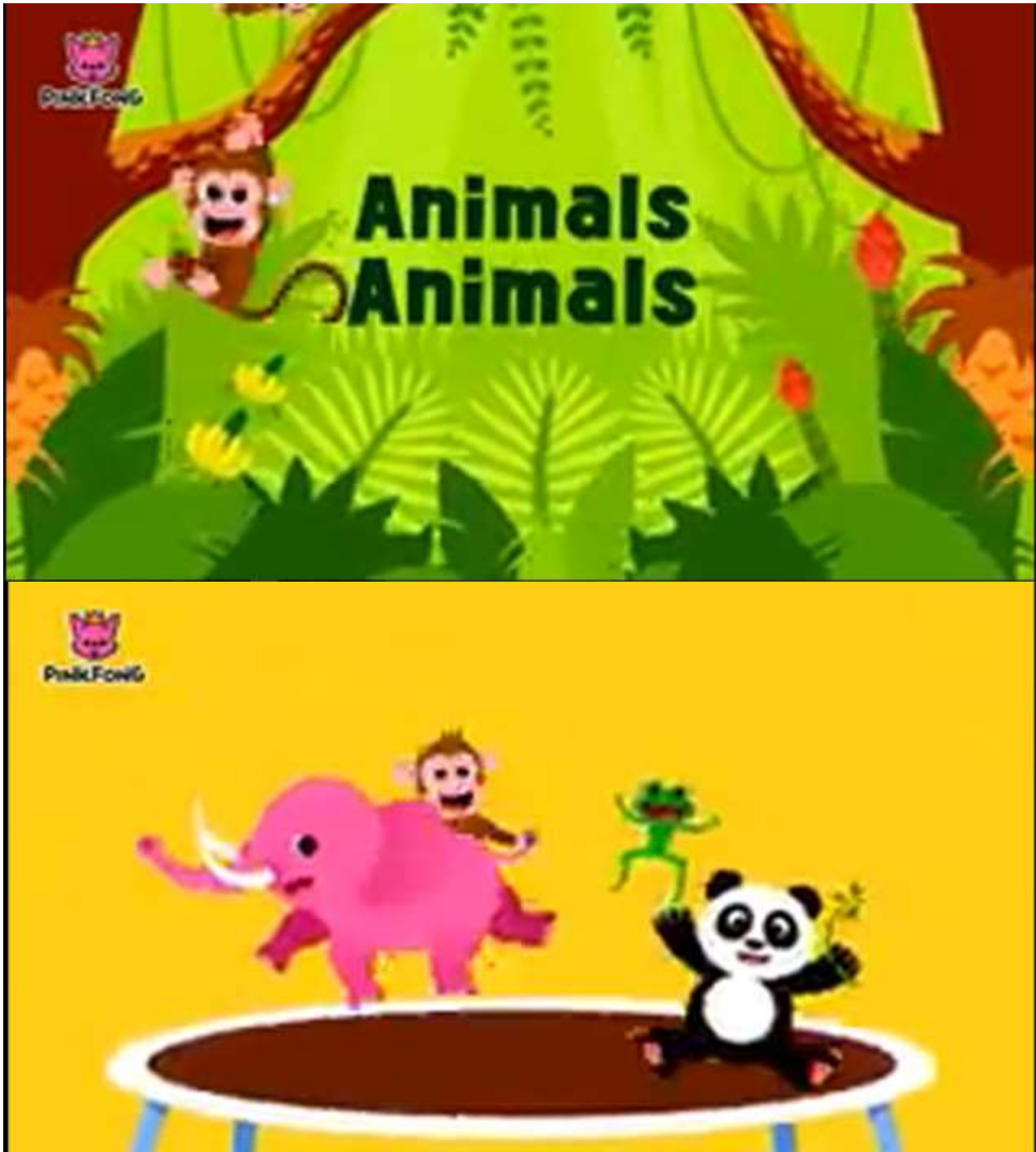


ANNEX 10

Song: "Head, shoulders, knees and toes"



Song : Animals



ANNEX 12

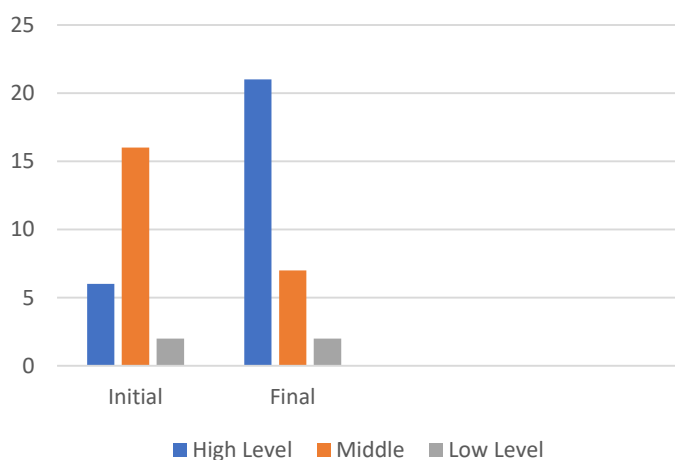
Final Pedagogical test Results. (Assessment Test)

Evaluated indicators	High Level	%	Middle Level	%	Low Level	%
Uttering simple sentences.	21	70	7	23,3	2	7
Pronunciation of the sound /s/ in initial and final positions	19	63,3	9	30	2	7
Vocabulary.	21	70	7	23,3	2	7
Average Total	21	70	7	53,3	2	7

Comparison of the initial and final pedagogical tests:

Evaluated indicators	INITIAL		FINAL		INITIAL		FINAL		INITIAL		FINAL	
	High Level	%	High Level	%	Mid Level	%	Mid Level	%	Low Level	%	Low Level	%
Uttering simple sentences.	9	30	21	70	11	36,6	7	23,3	10	33,3	2	7
Pronunciation of the sound /s/ in initial and final positions	5	16,7	19	63,3	17	56,6	9	30	8	26,7	2	7
Vocabulary.	4	13,3	21	70	19	63,3	7	23,3	7	23,3	2	7
Average Total	6	20	21	70	16	53,3	7	53,3	8	26,7	2	7

**PEDAGOGICAL TEST. COMPARISON
BETWEEN INITIAL & FINAL**



ANNEX 13

Final students' survey

SURVEY GOAL: Determine the degree of pleasure of the proposed applied activities, taking into account their development of oral expression with its application.

Cuestionario:

1. ¿Te gustaron las nuevas actividades orales que realizaron en las clases con medios de enseñanza?
Si _____ No _____
2. ¿Deseas continuar realizando estas actividades en tus clases de inglés?
Si _____ No _____
3. ¿Qué actividad de las realizadas te agradó más? Las realizadas con: (Puede marcar más de una)
Televisor _____ Láminas _____ Objetos _____ Grabaciones _____
Tarjetas _____ Otros _____
4. ¿Consideras suficiente un turno de clase de inglés a la semana?
Si _____ No _____ ¿Cuántos? _____

QUESTION	SI	NO	% Si – No	OTROS
1.	29	1	96,6 – 3,4	
2.	29	1	96,6 – 3,4	
3.	-	-	100 83,3 93,3 93,3 43,3 50	- Televisor <u>30</u> - Láminas <u>25</u> - Objetos <u>28</u> - Grabaciones <u>28</u> - Tarjetas <u>13</u> - Otros <u>15</u>
4.	2	28	3,4 – 93,3	- 1 h/c <u>2</u> - 3,4 % - 2 h/c <u>11</u> - 36,6 % - 3 h/c <u>12</u> - 40 % - + 3 h/c <u>5</u> - 16,6 % } 93,3 %

